

PERSONAL



Mary Warnock

It is not too late to hope that 1983 may go down in history as the year when the relation between education and politics changed. I wish I believed it would happen. I am far from thinking that education could ever be a politics-free, let alone a value-free, business. But at present the relation between schools and universities and politicians is uneasy and suspicious. One good sign, however, is that we have all become much more self-conscious, much less naive, about what the relation is and could be.

One element in the complexity of this relation was clearly stated in the TES leader for the beginning of the year (TES, December 31). Referring to the importance of Secretaries of State to effect actual changes of policy, the leader writer suggested that this disease could, in principle be cured. "What is much more difficult to do anything about is the cultural gulf which splits the schools which most pupils now attend from the educational tradition to which most senior administrators and politicians belong. The gap is that which separates the idea of the grammar school from the idea of the comprehensive school." This is profoundly true.

Education is always in a difficult position with regard to the outside world. People are prepared to bow to superior knowledge in the case of industry, medicine, the law. In such fields as these, everyone recognizes that there are professional practitioners, that the man on the Clapham omnibus is not an expert, and has no experience. But the trouble is, we have all of us been to school. Every parent believes himself in a unique position to know how his child ought to be educated; every politician can look back on what processes led him to the high position he now holds. Such processes must be good, and must therefore be perpetuated.

In the excitement of socialism after the war, the gap between politicians and practitioners of education was to some extent obscured. Those of whom I was one, who voted Labour in our first-ever election in 1945 were carried along by an extraordinary sense, (a direct consequence, I now believe, of war) that there was an obvious and agreed way to go. The new Labour government did not need advisers. They would know what was good for us, educationally, and we would agree that it was good. Atlee, as Jo Grimond suggested recently in print,

was a paternalistic, not a democratic Prime Minister. But who cared about a bit of paternalism, as long as there was a consensus in the family about what we should all do?

Many Labour politicians never really understood what it was we all eventually agreed to. Harold Wilson, notoriously, held that the ideal of the comprehensive school was "grammar school education for all". I remember talking to poor bewildered Fred Midley in his ten of office at the DES, and he said that he owed his success to grammar school which enabled him to go to Christ Church and thence, by various stages, to Elizabeth House. He believed in this *cursus honorum*, and did not quite recognize that he could not also straightforwardly believe in the comprehensive ideal. No wonder our Conservative leaders are confused and out of touch, if even their Labour predecessors were so ambivalent.

We have then to wait for leadership, until there emerges a person who is not only Secretary of State for Education, but was educated at a proper comprehensive school? I don't think we need. We know, these days, that Secretaries of State need advisers. The crucial thing is that they should seek advice from people who actually understand what school education is... not only what it was 40 or 50 years ago.

The best Secretaries of State we have had in post-war years (Crossland, for example), have been activated by a vision of education as a kind of social service, a way of improving society as a whole. What we now need is someone who, instead, regards education from a narrower point of view, as a means of enabling children and adults to learn. This is a far more difficult framework within which to offer leadership and vision, because it is essentially a professionally-constructed framework again, the com-

parison with medicine or the law is relevant. So advisers must be professionals, but professionals in vision.

The Inspectorate, under the leadership of Sheila Browne, has filled this role, but, by the nature of its position, could quite do so. They, and the Education Committee, have to be critical, independent, ready to take on the Government, whether it is playing hockey or whether it is playing football. I never saw her play, but to see her returning from the ground, puffing, and soon ready to go.

An adviser must be equally independent, but more tactful, more subtle. The world of teachers must be full of people who have acquired, because they needed, such virtues. Can Secretaries of State be persuaded to take one or more of such people into their confidence? Or, some director of a local education authority, who knows the ground, above all knows how to get a good school from a bad? It is with the backing of such people that we can hope for credible and the ultimate bridging of the gap between school and State.

ARISTIDES

In the eye of the storm

One of the side-effects of the Luke Rittner imbroglio at the Arts Council was an awkward little situation over the leadership of the drama department; presumably (we have in speculation) because of the higher-level turbulence, the man who had been offered the job of drama director turned it down. Last week Dickon Reed was offered the job, and did not turn it down.

Reed's appointment is interesting, particularly for readers of this paper, writes Michael Church, in that for much of his varied career he has been directly concerned with education: the man to whom Sir Peter Hall and Trevor Nunn will soon be going cap in hand was a co-founder of the theatre-in-education movement at the Belgrade Theatre, Coventry, has worked in children's television (on, among other things, Jackanory), and was a noted drama producer for schools radio at a time when the likes of Ted Hughes and



Dickon Reed... fresh wind

Tom Stoppard were happily writing for it.

The job in which he will remain till April, however, is yet another indication of the fresh wind that may soon start blowing on Britain's subsidized theatres: he is currently head of the BBC's World Service drama department, and thus responsible for the entertainment and instruction of audiences stretching from Albania to Yokohama, Aedon to Zimshabwe.

He finds the challenge exhilarating: the audience tend to be young, to have some form of higher education, but to have English only as a second (or third) language. The plays he beams to them (four slots a week) are frequently classics (fitted to for examination purposes) but, if contemporary, are chosen, and often re-edited, so as not to depend too heavily either on verbal nuance or regional dialect.

Bush House drama is second in worldwide popularity only to the news, and it is the one area in which Radio Moscow does not compete. Asked about his intentions, he is sensibly cagey: his first task, after meeting his staff, will be to subject the entire list of revenue clients to close scrutiny. He is clear, however, about two of his priorities, one of which will be to find ways of drawing in the 16-25 age group (vital in view of the unemployment problem) and the other being to help regional theatres to match the standards of the metropolitan ones.

He is a "great believer" in the fringe, though not when it is fuelled by the conviction that idealism can compensate for a lack of technique. He is very keen to see more sponsorship of live theatre by the broadcast media: the spectacle of the RSC getting together with Channel Four has been, he says, very encouraging. Having trained in a university drama department (Bristol, 1960-63), he is well aware of the value of such facilities, and intends to help defend them against the current financial onslaught with any means at his disposal. Yes, all in all, very encouraging.

Creative speaking...

Education junior minister Bill Shelton certainly has an ear for the felicitous phrase.

"I want to explode a few myths which some people believe about unilateral disarmament," he told his local party in Sireatham at the weekend.

Who needs J. Walter Thompson?

University of Morley
The award by virtue of the power vested in them by the University of Morley, under the seal of the University of Morley, to the holder of the degree of Bachelor of Arts.

Bachelor of Arts

Who by reason of superior intellect, wisdom, and knowledge has donated 25p towards Newlands' Capital Development Fund.

The degree is awarded, as the small print of the inscription explains, to anyone "who by reason of superior intellect, wisdom, and knowledge has donated 25p" towards Newlands' Capital Development Fund.

"We were desperate for money," explains Andrew Cathcart. "We were committed to building an extension, and the authority said they approved, provided we did it from our own resources."

Parents and teachers started fundraising, but what gave the drive added urgency from Mr Cathcart's point of view was that he had signed an agreement with the builder's solicitor to pay him within a year - and had mortgaged his own house as security for the £7,500 bill.

Mr Cathcart seems unmoved by the enormity of throwing in his own house where the I.e.a. refuses to cough up out of the education budget, though he agrees that he hasn't heard of any other head doing the same. "I'm surprised they haven't. They're on to a certainty. The community will always be there round the school."

This was certainly true in Morley, where the printer did the certificates free, and someone gave them an interest-free loan for a year for the full amount. It was all repaid. More than £500 was raised on the degrees and raffle tickets sold to everyone in

A degree of local spirit

This handsome certificate from the University of Morley was sent to us in response to last week's front-page story about the alleged University of Somerset.

We charge a mere 25p for our degrees," wrote Andrew Cathcart, head of Newlands County Primary School in Morley, Leeds.

The degree is awarded, as the small print of the inscription explains, to anyone "who by reason of superior intellect, wisdom, and knowledge has donated 25p" towards Newlands' Capital Development Fund.

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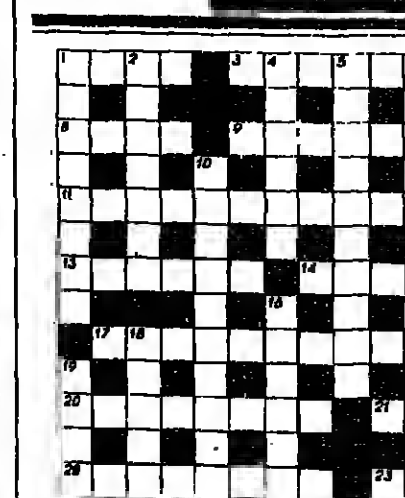
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Morley. All 21 working men's clubs helped.

Newlands primary now has a changing room with 12 showers, which, fittingly, is used by the whole community and a tutorial room for small groups.

Community footnotes: the official signatures on the certificate belong to two celebrated local brewers.

No 87 CROSSWORD by Robin



Across

1 Account for cutting and pruning (14)
3 Welsh river name (8)
8 Pull handles (14)
9 Put on (10)
11 Be frank, but not cutting (13, 7)
13 Maroon threat (6)
14 Band member with perm (16)
17 No, it isn't all a new ceremony (12)

Down

1 Is it operated by the village-finder? (14-1)
2 A submarine for the match (7)
4 He attacked it with a hammer (10)
5 Kind of bar (10)
6 Drive for only one round (10)
7 Out of (10)
10 Those who do not say they won't (10)
12 Temporary (10)
15 The rest of (10)
16 Wine (10)
18 Possible (10)
19 There (10)

Reger fans bare all

When *The TES* asked teachers out their personal preferences, survey five years ago, books and theatre-going came top of the list. Now *The Sunday Times*, alert to social trends, has set out with something completely different.

A couple of week-ends ago, women's pages joined in the waiting at the imminent collapse of the firm of Janet Reger, right owned for the most part by a shifty, expensive lingerie maker on M & S in this time. "Who investigated in Janet Reger, and sustained the lingerie for 15 unlikely years?" asked *The Sunday Times*. "It was wearing it this morning - in the clubs, at the university, in the shops, keepers, housewives, and, of course, MPs (of either sex) us know."

But it seems it is teachers who are wearing orchid pink satin and knickers at £28 or so, slips for a times as much. More than half the letters printed in reply said they were from teachers, and two heads. The head of a nursery school wanted to "be in the middle of the mixture of gaudy, wickedness and shyness."

Voucher plan too tame: Sir Keith told to think again

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, has been told by Cabinet colleagues to produce a more radical school voucher plan to be considered alongside the two-part scheme submitted to them last week.

But, contrary to some reports, the Government has not yet decided whether to introduce a scheme - or, if it does, what form it should take. Ministers fear that too radical a scheme might alienate Conservative-controlled education authorities, jeopardizing their chances of passing pilot projects off the ground, as well as frightening the electorate.

They fed too modest a scheme would not be worth doing at all. At the last meeting of the Cabinet committee on home affairs, which is chaired by Mr William Whitelaw, the Home Secretary, Sir Keith's original plan is said to have been rejected by both Sir Geoffrey Howe, the Chancellor, and Mr Leon Brittan, Chief Secretary to the Treasury. Their chief complaint was that it failed to make state schools respond to market forces and thus would not affect standards.

The plan involved giving all parents whose children received a day at an independent school a voucher worth the average cost of a day at a state school, which they could then use to meet the full fees. Parents opting to stay in the state school would be given a voucher to take to the school of their choice - and that choice would be the one which was most heavily criticized by Treasury ministers, who said any scheme must make a real difference to schools in the state as well as the independent sector. But Sir Keith's paper ended by saying he was willing to take his plan away and think again - and that is what the committee asked him to do. DES officials are now working on a more radical plan which the Education Secretary can submit to the committee in a few weeks' time. He hopes to make an announcement on the Government's plans in the spring.

In fact, it appears that an alternative scheme has already been devised in the Department of Education by Mr Oliver Letwin, Sir Keith's adviser, in consultation with the Treasury and with the support of Dr Rhodri Iwan, minister for schools. It is understood this version would allow each local education authority to set its own level of vouchers, which would account for perhaps 90 per cent of the true cost of educating a child in one of its schools. The authority would then

be free to choose to use the vouchers to subsidize a system of open enrolment, under which popular schools would be given grants to expand. The voucher would not, however, have any cash value in the state sector, so unpopular schools would not lose money.

It was this aspect of the scheme which was most heavily criticized by Treasury ministers, who said any scheme must make a real difference to schools in the state as well as the independent sector. But Sir Keith's paper ended by saying he was willing to take his plan away and think again - and that is what the committee asked him to do. DES officials are now working on a more radical plan which the Education Secretary can submit to the committee in a few weeks' time. He hopes to make an announcement on the Government's plans in the spring.

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A case of sweet William these days

by Nick Wood

Modern schoolboys are polishing up their image. The grimy, sweat-stained uniforms of fictional folklore, epitomized by Richmal Crompton's William, have given way to a sweeter-smelling breed.

At least, that's the message to emerge from some intriguing research carried out by Ms Sue Sisson, "health coordinator" at a comprehensive school, who reports her findings in a new journal launched by the Schools Health Education Unit.

Half of her 13-year-old boys say fresh with a personal deodorant and

take a bath or shower two or three times a week.

Even the humble first-formers are not immune to such vanities. One in 10 prefers to keep dry all day, if figure that doubles by the time the boys are 12.

And a fastidious élite of 1 in 10 boys of all ages makes for the tub every day of the week.

Predictably enough, girls are even more conscious of the need for personal cleanliness. Up to 1 in 8 boys risk leaving a lavatory without washing their hands, but virtually no girl would do likewise.

By the age of 16, 99 girls out of 100 are using deodorants and almost as many are taking at least two or three baths a week.

But not every boy has forsaken William's earthy memory. Every first form at Ms Sisson's school contains one boy who thinks that one bath a week is rare too many.

With stundpipes in the streets, he should now be in his element.

Education and Health, Journal of the Schools Health Education Unit, January 1983.



Contract plan

The London Education Authority is proposing a specified number of hours for teachers to work outside the classroom in its planned teachers' contract.

Tests concern

1 to 5 schools taking Oxfordshire's tests on languages provides a survey of work says an report published this week.

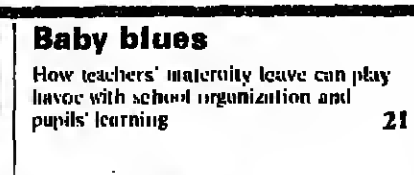


Absent friends

An experiment in Leeds backed by the Home Office shows absenteeism is dramatically reduced when persistent truants (pictured above) are supervised by magistrates.

THIS WEEK

COMMENT
PLATFORM
PRIMARY AND PRE-SCHOOL
SCHOOL TO WORK
OVERSEAS NEWS
LETTERS
PERSONAL, ARISTIDES AND
CROSSWORD
CLASSIFIED



Baby blues

How teachers' maternity leave can pay leave with school organization and pupils' learning

Resources/Media

Review of materials from Amnesty International: reviews of *Today's History*, a Channel 4 series; *The Royal Family*, a new children's television series and *Horizon* on LOGO.

Appeal for more FE staff training

by Bert Lodge

Tens of thousands of further education teachers have no teaching qualifications. The Advisory Committee on the Supply and Education of Teachers points out this week.

The committee is urging the Government to establish a coherent system of in-service training for these lecturers - almost 50 per cent of the total force - which would lead to the professional qualification of Certificate in Education (FE).

Pre-service training is available now, the committee recognizes, leading to Cert Ed (FE) after a one-year full-time course. "But the absence of any statutory or other binding requirement for an FE teacher to hold a professional teaching qualification means that tens of thousands of FE staff now serving in all kinds of institutions of further and higher education have received no formal instruction in teaching methods."

Of the 16,700 polytechnic lecturers three-quarters are untrained. The figure falls to just under a half among the 33,000 staff in further education and other establishments.

Schools 'key' election issue

About 4 in 10 people think education will be the most important issue in the next general election.

In a Marplan poll published this week 36 per cent of those interviewed saw education as the key issue. Of those 33 per cent were Conservative voters, 39 per cent Labour and 37 per cent Liberal Social Democrat.

Unemployment was easily the key issue for voters, followed by defence and disarmament, according to the Marplan poll of 1,459 voters published in *The Guardian*. The EEC ranked below education.

Eighty per cent of voters said they do not want to see tax cuts in the Budget if it means education cuts.



Arts/Books

Annette Kobak on the curious history of child care; Martin Fagg on the arms race; Jenny Ruse on Zola's France; Robin Buss on television documentaries; Peter Brinson on dance; Ted Wragg on breakfast television; John Dancy on linguistic change

EXTRA

English as a foreign language

NEWS

Directive from Brent l.e.a. not binding, NAHT tells members

Heads set to defy pupil union order

by Richard Garner

Head teachers have been told by their union they need not comply with a directive from their local education authority ordering them to outline what steps they have taken to encourage their pupils to join the National Union of School Students "or other similar bodies".

The directive has been sent out to head teachers by Labour-controlled Brent council after a commitment in the Labour group's election manifesto last year "to ensure there is active encouragement to the growth of the NUSS or similar organizations in our schools". They are told they must report on the steps they have taken to the next meeting of their governing bodies.

Head teachers in Brent have sought guidance from the National Association of Head Teachers over whether they have to comply with the request.

The National Union of School Students was active in schools until a few years ago and used to receive grants from the National Union of

Students. However, the NUS no longer has any links with it and its activities in schools have been virtually non-existent recently.

In its latter years, its leadership was dominated by the Socialist Workers Party.

In a letter to Brent head teachers, Mr David Hart, general secretary of the NAHT, said the local education authority could not compel head teachers to encourage their pupils to join the NUSS.

"Whether or not we have to take this any further will depend upon the attitude of the governing bodies", he added.

The head teachers in Brent are also angry over the tone of the letter, which has been sent by Miss Gwen Rickus, the borough's director of education. In another section calling for a report on the supply teacher situation in the borough, head teachers are told to present a "clear and factually correct" report to their governing bodies instead of being "emotional and impress-

ionistic". The directive also recalls other Labour election pledges such as a call for all schools to establish boards of study, elected by the staff, to make recommendations on curriculum matters within the school, and an exhortation that staff associations should represent the views of all teachers in the school.

It continues: "Again, you are expected to report to your governors on what consultative processes exist with the teaching staff and suggest ways of setting up boards of study (where they do not exist) so that teachers have the opportunity of making recommendations on curriculum matters."

"Further, you will need to inform your governors about what arrangements are made for staff associations (if any function) in your school."

"All items related to the election manifesto should be incorporated in the head's report."

Mr Brian Stark, the chairman of

the education committee, said the letter had been sent out to "start a debate" within Brent secondary schools over giving more say in pupils in the running of their schools and in their curriculum.

He said that head teachers had been told to report progress to governors because the authority did not want a decision on such a topic being left up to individual head teachers.

He added that the request had stemmed from a commitment in the 1982 Brent Labour manifesto - which he conceded may have been drafted when the NUSS was more active in schools.

"It does seem to have disappeared from sight now but there is a commitment to this in our manifesto that has been published", he added. He pointed out that the manifesto did say pupils should be encouraged to join the NUSS "or similar organizations" - which could include democratically elected schools councils.

Taxpayers' support for independent tops £200m

Problems beyond its control

Virginia Makins

Taxpayers are now contributing between £200m and £300m a year to subsidize private education, according to a paper published by an education pressure group.

The paper, prepared by Richard Pring of Exeter University for RICE (the Right to Choose Education), says the "million" of the education system is increasing. As a result the education a child receives is increasingly dependent upon parents' means.

It says that - at a conservative estimate - taxpayers and ratepayers are paying £15m a year to Assisted Places Scheme, £10m for the Government Grants (including purchase of places for the armed forces and overseas personnel), £10m for fee-paying pupils who enter private schools A-C. Last autumn, 45 per cent of entrants had no O level or equivalent qualification.

Since 1977 there has been a 50 per cent increase in students in one of the worst areas for youth unemployment on Merseyside, and there are 419 at the time of the inspection. The range of ability has greatly increased. In 1975 80 per cent of pupils had five or more O-levels.

The college is overcrowded. The pupils' and vice-principals' offices have occasionally to be used as teaching spaces. In the languages department, students can hear lessons in different languages at once.

There are only 45 study spaces in the library, and "serious limitations" to access to specialist books.

The HMI's are full of praise for the college's management, and they say its resources were generally good. But there are no facilities for design and technology.

HMI reports

HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from l.e.a.s.

home economics or business studies. "It is difficult to escape the conclusion that the design of the college reflected an imperfect understanding of the likely needs of a sixth form college," say the inspectors.

Further difficulties have come from the lack of appropriate courses for the new, non-academic intake. Provision for the Certificate of Extended Education, which the college "rightly" supported, has had to be cut back, and some students have been left with one-year O level courses which for many students set "an inappropriate and generally unattainable goal".

The college is praised for its promotion of good general studies courses, and its success in "providing springboards to intellectual, cultural and leisure pursuits".

But in academic departments, the widening A level intake (more than 30 per cent of A level students do not have 5 O levels) had increased teachers' difficulties. Some departments had succeeded in changing teaching methods, but others relied too much on class teaching and passive note-taking by students, rather than discussion and independent study and investigation.

Language tests concern

by Nick Wood

Only one school in five is providing "satisfactory" schemes of work for children taking graded tests in modern languages in Oxfordshire, the authority that pioneered this new form of assessment.

In more than half the schools the schemes were "inadequate or non-existent" - in the remaining quarter they were "partially satisfactory".

This emerges from one of the four HMI reports to be published this week. It is a survey of the use of graded tests of defined objectives and their effects on the teaching and learning of modern languages in Oxfordshire.

Inspectors were particularly concerned about the way in which English dominates many foreign language lessons. Teachers speak to their classes in English and rarely do children actually speak the language they are learning.

"In too many instances... the pupils were largely passive, rarely if ever called upon to use the foreign language. The majority of teachers spoke English for the majority of the time, at most asking questions in French about a text or pictures."

"Use of the foreign language for routine classroom communication was rare. All too many pupils were therefore learning the false lesson that English is the only usable language if one has anything significant to say," the inspectors say in their report.

The report is the result of visits by five HMIs, all modern language specialists, to 36 secondary and middle schools in Oxfordshire, an authority that pioneered graded tests in modern languages, covering French, German, Italian, Russian, Spanish and Chinese, and awards its own certificates - the Oxford Modern Language Achievement Certificate - in children who successfully complete the tests which extend over three levels of achievement.

Although the inspectors find much to praise in the way some

schools prepare their pupils for the tests - and commend the effort put in by many teachers - they are worried that too many schools are blindly teaching youngsters, usually in the 11 to 14 age bracket, how to pass the tests rather than how to acquire a deeper and more practical grasp of languages.

Too many children mug up on "tourist book" phrases that will get them through a specific part of a test, such as how to order a meal, then forget them as they move on to other topics and levels.

But, as the report makes clear, the tests have had some definite benefits. They are popular with children, teachers and heads and they have done much to motivate children of low ability. They have also provided language departments into closer scrutiny of aims and methods, with a greater emphasis being placed on teaching children how to master specific tasks.

Both schools were judged to have good resources.

The HMI's report that in both, the topic work was integrated and carefully planned, with teachers preparing flow-charts of how themes might develop. Yewdale was praised for the quality of work.

The Denaby staff were also praised for their "careful planning and effort" to overcome children's initial limitations in language and social development. HMI's liked the attention to talking and listening in English, but suggested that too much effort went into increasing the children's vocabulary.

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Providing a primary challenge for the able

Two very different primary schools came under HMI inspectors' public scrutiny this week - Yewdale Primary in Cumbria and Denaby Main Infants in Doncaster.

Yewdale has been expanding, and is overcrowded. Two-thirds of its pupils come from a private estate, and recently it has limited access to the school's catchment area to brothers and sisters of children already in the school. It had 318 children on roll when inspected.

Denaby Main's roll has fallen sharply in recent years. It is in a mining village, designated a social priority area, and with a new housing estate used to resettle families in

urgent need of accommodation. There were 86 children on roll, 40 of them on free dinners.

One judgment that runs through both reports is that the able children were not sufficiently challenged. For example, in mathematics, both schools are praised for establishing well-planned foundations.

But at Denaby the HMI's say that the "excellent mathematical resources" might be used to challenge able children. At Yewdale, there was too much dogged working through an individualized scheme, and the HMI's suggest more ability grouping for maths.

Concern over Muslim move for schools

by Bert Lodge

Muslims in Bradford want to take over five schools in the city in which their children currently form the vast majority of pupils.

"They have asked Bradford education authority if they can run the schools which would be designated 'Islamic voluntary aided'. These would enjoy the same privileges and status as existing Church of England and Roman Catholic schools.

The schools involved are two middle and two first schools and a girls' secondary. About 11,000 of the pupils in Bradford schools are of Asian origin.

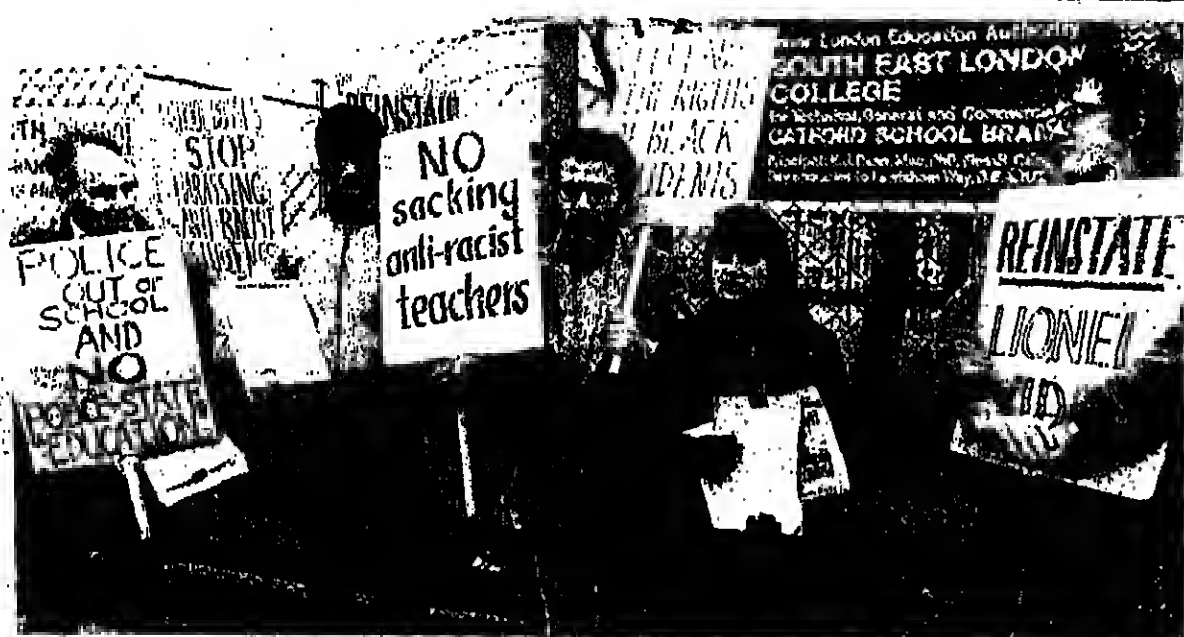
The right of a religious minority to have its own schools is enshrined in the 1944 Education Act. However, local politicians and educationists have misgivings about the proposal.

"This will be only a start," said Mr Khaz Shabid, secretary of the Muslim Parents' Association. "State schools cannot provide Islamic religious instruction. We shall add that to the timetable together with Arabic, the language of Islam. And we shall appoint the governors."

"When we succeed in taking over the schools we shall keep Bradford's three-tier system. The intake of English children will continue to be there and we shall make arrangements for Christian religious instruction. The head of each school will be Muslim."

Councillor Peter Gilmour, chairman of the Education committee, said he had "no" to Mr Shabid's "others and acknowledged their rights under the law. But he said that Bradford's policy was one of promoting understanding in schools and segregation would do nothing towards this.

Mr Ronald Farley, Conservative chairman of the council's race relations group, said: "It is their right, we are not going to deny it. But it would be a great shame. It will divide society in Bradford just as we seem to be making great progress towards catering for Muslim parents in state schools."



Lionel Vida (centre) fighting to keep his job at Catford Boys School.

Pickets back 'racism victim'

by Nick Wood

A teacher who walked out of his classroom in protest against alleged racial harassment by senior staff and is now facing the sack, this week picketed his school and handed out leaflets calling for his reinstatement.

Mr Lionel Vida, a social studies teacher at Catford Boys School, south London, began his action last March. Now he says he will be back at the school every two weeks until his case comes up before the schools sub-committee of the Inner London Education Authority.

His campaign is the culmination of a confrontation between Mr Vida, senior staff at the school and ILEA.

Last November, a disciplinary tribunal set up by the authority found Mr Vida guilty of "gross misconduct" and recommended his dismissal.

Since then, leaflets put out by Mr Vida and his supporters - members of the National Convention of Black Teachers, former pupils and parents - have claimed that he is the victim of racism by senior staff at the school and the authority.

One leaflet says: "Lionel Vida has been sacked for exposing and opposing racism at Catford School. Throughout the time he was teaching at Catford School, Vida fought racism in the school, defended and worked with black students inside and outside the school."

But Mr Vida's version of events is disputed by many Catford teachers, all of whom are working normally

and have not joined him on the picket line.

For instance, Mr Vida's supporters claim that in the spring of 1980 a senior teacher "sabotaged" the exam prospects of a group of black pupils by "persistently and unnecessarily" removing them from Mr Vida's classes.

Staff at Catford give a different account of what happened. They say Mr Vida defied instructions from his head of department and entered a number of low ability pupils from a CSE set for an O-level exam in sociology. All the pupils subsequently failed.

Mr Vida also claims that black pupils who have joined him in protesting against alleged police harassment inside and outside the school and in calling for the setting up of a school council at Catford, have been opposed by the headmaster. Mr Terry Bolas, and senior colleagues. Some black pupils were suspended and, in one case, expelled for taking part in such activities, he says.

The leaflet says: "On many occasions from April 1979 to March 1982, Lionel Vida's help in court and in representations to the school authorities. For this, Lionel Vida was accused of 'gross misconduct' and was dismissed."

Mr Vida told The TES that his

allegations of racism were directed at a section of the staff at Catford. He had been forced to make what he called a "defensive" gesture, after being presented with a dossier of complaints against him drawn up by senior staff.

Mr Bolas refused to comment on the allegations and referred all enquiries to ILEA. A spokesman for the authority said it could not comment on an individual case while disciplinary proceedings were pending.

This case comes at an awkward time for the authority. The schools subcommittee, which in the next month will meet to decide whether to sack Mr Vida, is chaired by Mrs Frances Morrell, the Labour left winger most closely associated with ILEA's current £1m campaign to stamp out racism in London schools.

Mr Vida, who is being advised by the Commission for Racial Equality, is also bringing a case under the Race Relations Act against 11 senior teachers at Catford and the education authority. An industrial tribunal, scheduled for the end of March, will hear his claim that he has been the victim of racial harassment while working at the school.

The National Union of Teachers, of which Mr Vida is a member, has refused to support him. A spokesman said this was because Mr Vida had first sought legal advice elsewhere. Mr Vida says the union has persistently turned down his appeals for assistance.



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NEWS

Row over Sikh kirpaan ban enters new phase



Davinder Singh displays the ceremonial dagger which has caused his suspension.

The row over a Leicester sixth form college's decision to ban a Sikh student for wearing a kirpaan (a ceremonial dagger) intensified this week when a leading member of the Sikh community accused the college of making insufficient attempts to understand their beliefs.

Mr Kartar Singh Sandhu, a teacher and chairman of Leicester's Sikh Education Council, alleged that Dr G. A. Thompson, principal of Wyggeston and Queen Elizabeth I college had failed to contact either the council or any of the city's three Sikh temples for clarification of the rule that all baptised Sikhs should carry a kirpaan.

But Dr Thompson said this week that he and the college governors had gone to considerable lengths to understand the religious and cultural

background to the case. Before the meeting at which 16-year-old Davinder Singh was formally suspended, they had all read a booklet from the Sikh missionary society.

At the appeal against suspension the local authority had permitted Davinder to bring two representatives, including the convenor of the International Sikh Committee on Religious Symbols.

Dr Thompson said he had also been in correspondence with other teachers who had experience of Sikh boys in their schools. "Because we knew it would be a test case, it has been treated with the utmost rigour," he said.

In his statement, Mr Sandhu drew attention to a letter from Mrs Thatcher's private office, dated April 11, 1979, which said: "We

entirely agree that Sikhs should have absolute freedom of worship and be allowed to wear freely their five sacred symbols."

He also quoted a letter from the Home Office to the Commission for Racial Equality, which said: "It is certainly no offence merely to carry or wear an article such as a Sikh kirpaan."

Mr Sandhu insists that Leicester's Sikhs are adopting a flexible approach to the problem and have written to their spiritual headquarters, the Golden Temple, in Amritsar, India, regarding the minimum acceptable length of the kirpaan.

The college governors say that a penknife has been permitted in the school for 50 years. Davinder Singh, however, must comply with the fol-

lowing rules if he is to be returned:

□ The symbolic kirpaan, which must be worn at all times, must be secured firmly stitched into the gatra (sash).

□ The gatra containing the kirpaan must be worn at all times, and not be shown to any other person.

Mr Sandhu believes the conditions about secrecy are being misused, and a national movement on a minimum standard of religious education would be rejected by the Golden Temple.

The governors have recommended a committee to take back while the committee considers the whole of the pupils wearing religious

Fears from the past

by Nick Wood

Science students at university are put off teaching in comprehensives because of painful memories of their own days in such schools, according to a new survey.

Most of the 115 physics students questioned about their attitudes to teaching had been educated at a comprehensive.

Recalling the discipline problems faced by their own teachers, engaged in a "never-ending battle with the kids," the overwhelming majority said they had no intention of ever returning to the classroom.

"I intensely dislike the prospect of facing the same sort of people as surrounded me at school," one student said.

Another commented: "From my own experience in comprehensives (two) the vast majority of children do not really want to learn and just want to leave school as soon as they can."

Mr J. Wellington, a physics tutor in the education department of the University of Sheffield, talked to students at three universities in a bid to find out why physicists held teaching in such low esteem.

Half of them said they would not do the job at any price, and virtually all said that an extra £1,000 a year on top of the average starting salary would not be enough to tempt them back to school.

Mr Wellington dismisses the charge that lurid press reports or intellectual snobbery are responsible for the bad "job image" of teaching.

Pay topples peace as NUT priority

by Richard Garner

Pay has been voted top priority at the National Union of Teachers' annual conference in Jersey this year, ousting the topic of disarmament from its top slot last year to second place.

However, because the union's executive has drawn up its own memorandum on next year's pay claim which calls for similar action to the chosen motion, the pay motion is likely to be ruled out of order so that the executive's recommendation can be discussed instead.

The pay motion, which attracted 78,649 votes and was supported by teachers in Brent, Bristol, Leeds, Manchester, Birmingham, South East Essex and Enfield, calls for an improvement in teachers' salaries. Its aims are similar to those being pursued during this year's pay negotiations - due to start next Wednesday - when teachers will be seeking a "substantial" rise and changes in the salary scales to reward long-serving classroom teachers.

The disarmament motion, which is still likely to be called for debate on the first day of the conference, calls on the union to oppose the siting of cruise and Trident missile systems in this country - but, unlike the motion given top priority last year, does not seek affiliation to the Campaign for Nuclear Disarmament.

It also urges the union to establish its own peace and disarmament committee - to ensure the topic is given priority after the conference instead of, as critics of the NUT leadership claim, forgotten or



Pay: top debate in 1983

Disarmament: top debate in 1982

ignored like last year's motion calling on the union to support unilateral disarmament.

The prominence given to disarmament in this year's agenda (the subject attracted 73,426 votes) could mean the Jersey conference will become a re-run of last year's conference at Scarborough when the then president, Mr Alf Budd, attempted to rule its discussion out of order - a decision overturned by delegates.

Whether this year's motion will be subjected to a similar wrangle will depend on the attitude of the incoming president, Mr Don Winterson, who - in the tradition of all past presidents - is expected to keep his cards close to his chest until the day of the debate.

The top five subjects this year will be pay, disarmament, conditions of service, equal opportunities and education resources and the economy.

The newcomer to the top five this year is equal opportunities - given fourth place by teachers and on the topic of racism from the top five to eleventh place.

The selected equal opportunities motion calls for a policy of positive discrimination to be adopted to allow women to play a greater role in the leadership of the union at all levels. In the past, there has been criticism that the union's executive only has five women members among its 42 elected representatives

- despite the fact that a majority in the union are women.

The motion also calls on to urge local education authorities to take steps to ensure "both direct and hidden discrimination against girls and boys' curriculum."

The conditions of service motion calls for a "charter for teachers" allowing teachers to receive enhanced benefits at 55, the payment of fixed-term contracts and being misused, and a national movement on a minimum standard of religious education would be rejected by the Golden Temple.

Other subjects in the top five this year's conference are of admission to schools, class pensions, 16 to 19 education and call for discussions with NUT the college lecturers' union on cooperation, and nursery schools.

Another interesting motion in thirteenth place - but not debated as several of those in preference will be ruled out by executive memorandum - asks for a rule change calling for conference decisions to be binding on the officers and executive of the union. This is a motion teachers in Hackney, Enfield, Teign and Dartmouth super-Mrs Harrow and Dr Leister in the wake of last year's decision by the president, Mr Budd, that the motion on the subject was still outside the objects of the union and therefore be acted upon only if it had been agreed by delegates.

Jail education criticized

by Karen Gold

The first serving prisoner to give evidence to a parliamentary inquiry in the House of Commons this century had few kind words for the prison education system.

Mr Smith (as he was addressed by MPs), a long-term prisoner at Wormwood Scrubs, said he had received sympathetic educational advice from only one assistant governor throughout a 14-month wait before he gained access to an Open University course.

Mr Smith told members of the Select Committee on Education, Science and the Arts that when he entered prison the education officer had asked him if he was interested in education and he had said "yes". The education officer had promised to visit him and discuss it further, but he never saw him again, he said.

"It was only after putting in application after application that I got something."

Now doing an OU arts foundation course, Mr Smith said he had had more support from prison officers and governors than education staff. But Ms Dorothy Doyle, a former prisoner and the other witness to the committee's inquiry into prison

education, said that although education in prison had been a lifeline to her, it was always at the mercy of overcrowding, staff shortages and the whim of the prison officers.

More often than not she had missed classes or they had been severely curtailed because of the lack of prison officer escorts during her 14-month stay in Holloway, she said. Prisoners and education staff had to "hustle and manipulate" prison officers to keep classes running.

During her time Ms Doyle gained O levels in English language and literature. She is now working towards a social work qualification.

Mr Smith also said that unless prisoners were very highly motivated they were deterred by the obstacles to education. Basic subjects were more important than ones like sociology or ecology, he said.

THE

Thousands disappointed over PGCE places

by Bert Lodge

More applicants for postgraduate certificate of education courses were turned away last autumn than at any time since the clearing house system was established nearly 30 years ago.

Applications for courses starting this autumn already outnumbered places available by more than two to one. And places on Bachelor of Education courses starting this October are also oversubscribed by more than 2,000.

These figures were released this week by the Clearing House and Graduate Teacher Training Registry, which was set up in 1933, and

now processes almost all applications for teacher training courses.

After withdrawals 5,396 applicants for a PGCE course were unsuccessful in 1982, the highest figure ever recorded.

The situation will be as bad this year. More than 27,000 requests for application forms had been received by the end of January. Yet the number of PGCE places available - already cut from 10,000 to 8,200 for 1982 - has been further reduced to 7,600 for this October on the orders of Sir Keith Joseph, the Education Secretary.

Mr Joseph said the Education Secretary was "not prepared to accept the situation as it is."

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Factory outings for student teachers

Student teachers are being sent into factories and offices in a pioneering attempt to give them a taste of life outside the classroom.

Starting next September, a dozen postgraduate students at the University of Bath will spend a week in industry and attend lectures by visiting businessmen and trade unionists on management and industrial relations.

The education department has decided to go ahead with the course

one of several options the students can take after the success of a pilot scheme last year when 16 students studying for their Postgraduate Certificate in Education briefly swapped the classroom for the workplace.

According to a report prepared by the department's evaluation unit, which interviewed those who took part, the course has proved a "respectable and useful addition" to postgraduate teacher training at Bath.

But not everything was perfect, the organizers hoped. Students complained that they were "tired" from conflicts with their employers. The "industrial" visits, coming at the end of the academic year, were disrupted by job interviews.

The differing backgrounds of the great variety of people proved a problem.

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NEWS

Sarah Bayliss reports on a sweeping reorganization scheme due to be implemented in September

Ten schools to close in big Birmingham shake-up

One thousand teachers in Birmingham will have to apply for new jobs by September because of the city's reorganization scheme.

The scheme, by a Conservative administration, will affect more than 60 schools. It will close 10 schools, amalgamate 16 others, abolish 37 sixth forms and create a mixed system of 11 to 18 and 11 to 16 schools, plus three sixth-form colleges. Two 11 to 18 schools will extend their provision to 19-year-olds.

Sir Keith Joseph, the Education Secretary, has taken just three months to approve this major scheme.

Teachers have an agreement of no compulsory redundancy, and, although the unions did not back the plan, they have agreed to cooperate following Sir Keith's approval.

Since September, when the closure notices were published, 26 heads have known that their jobs would disappear. Eight are likely to get the headships of the newly amalgamated schools; others have opted for early retirement or jobs elsewhere. Five heads are expected to be "displaced" but they will get "protected teacher status" under a local agreement.

The redeployment of staff will be eased by the special creation of 185 new secondary jobs in the forthcoming budget. School buildings, and particularly the sites converting to college use, will benefit from a £1.6m capital programme.

The Conservative majority on the city council were confident of the success of their scheme; the two-month statutory objection period ended on November 1 last year and the intention is that the new schools and colleges should open just 10 months later.

Last month, they provisionally appointed the principals of the three new colleges and of the eight amalgamated schools. The names were announced last Thursday, the day the city received its formal letter of approval from Sir Keith. The three college principals based in the inner city, the north and the south of Birmingham are all outsiders, with experience of sixth form work in other authorities.

The scheme is the second to be submitted by Birmingham to the Department of Education in the past three years. The former Labour administration proposed the abolition of all sixth forms and the crea-

tion of 11 to 16 schools throughout the city serving tertiary colleges.

The DES set on that for 12 months and then last May, the Conservatives won a surprising victory. The first action of their leader, Mr Neville Bosworth, was to send a telegram to Elizabeth House withdrawing the Labour plan.

The scheme just approved was also revised in its consultation period last summer: several schools were spared closure or amalgamation after strong opposition from parents. Partly as a result of this compromise, more than 15 schools will have only two or three forms of entry for the foreseeable future. This conflicts with Sir Keith's expressed view that he would not normally approve schools of less than four forms of entry.

Reorganization is said to be needed urgently in Birmingham. Many sixth forms have shrunk or virtually disappeared with falling rolls and the sixth form consortia set up by the former Conservative administration have not enjoyed a good reputation.



Brian Meadows Tony Miller

An HMI report linked to the local press in 1981 described the system by which sixth forms were supposed to share staff, subjects and premises as "bristling with difficulties". There were fears that the lack of incentive and enthusiasm was damaging the staying-on rate as well as A level choices.

Under the new scheme the existing consortia will disappear and rather more than half the 11 to 18 schools will become 11 to 16 schools. Just six schools on adjacent sites, such as the Lordwood hynes and girls' schools, will have joint sixth forms.

The changes are in the implemented from next September and should cut out 9,600 surplus places by 1990. Between 1982 and 1990, the number of 11 to 16-year-olds is expected to fall from 62,030 to 44,520.

Mr Brian Meadows, chairman of

the NUT, said that the scheme had been approved in time for implementation in the autumn. "For the first time in years the educational provision in our secondary schools is new and we can look forward to a new era of stability for the rest of the decade."

Mr Meadows, who had no home to ministers that his school would offer parents a wide choice of schools, said that the school would remain intact. They had threatened to close the school, but he had no doubt that the school would remain intact. They had threatened to close the school, but he had no doubt that the school would remain intact.

But doubts about the scheme being doubled by teachers in the city. Mr Tony Miller, officer for the Birmingham Teachers' Association, said that the school would be a national football school. This football school, a school for the outstandingly gifted young players in England, would exist side-by-side with a "university" of football. This university would develop high levels of skill and expertise in football coaching and coaching, in the art and science of training, in the treatment and rehabilitation of footballers after injury, in club and team management and also in the diverse skills and sheer know-how required by that forgotten army of volunteer teachers, leaders and organizers upon whom the true grassroots of the game depend.

When I arrived at Lancaster Gate 20 years ago as director of coaching, I brought all sorts of bright ideas and innovations. At least I thought they were bright. Most of them were education-based. I believed then, and I have had no reason to change my belief since, that all children should have the same opportunities to develop such skilful inclinations as they have, vocationally and educationally, in school time and out.

Early in my incumbency, the FA suggested that a regional coaching scheme was vital to the professional expansion of its work and that there should be a national football school. This football school, a school for the outstandingly gifted young players in England, would exist side-by-side with a "university" of football. This university would develop high levels of skill and expertise in football coaching and coaching, in the art and science of training, in the treatment and rehabilitation of footballers after injury, in club and team management and also in the diverse skills and sheer know-how required by that forgotten army of volunteer teachers, leaders and organizers upon whom the true grassroots of the game depend.

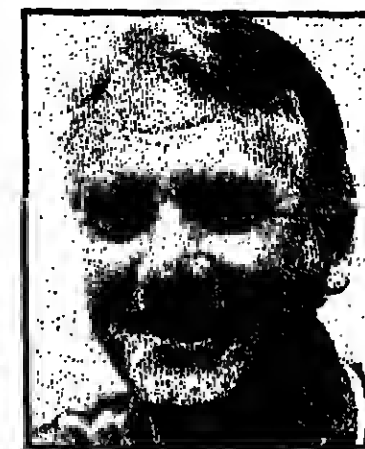
The NAS/UIT had opposed the scheme not least because it was "elitist". In Section C of the example, all the schools retained their sixth forms and therefore retain their status as secondary schools. The 11 to 16 schools would be second-class.

Mr Meadows, chairman of the NUT, said that the scheme had been approved in time for implementation in the autumn. "For the first time in years the educational provision in our secondary schools is new and we can look forward to a new era of stability for the rest of the decade."

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Allen Wade (below), former PE lecturer at Loughborough and professional with Notts County, was director of education and coaching at the Football Association for almost 20 years until he was sacked last year shortly before Bobby Robson was appointed England team manager. Robson has always insisted it had nothing to do with him. Here Wade shows how his time at the FA changed his views on coaching.

The coach's cul-de-sac



Allen Wade

by that forgotten army of volunteer teachers, leaders and organizers upon whom the true grassroots of the game depend.

Ten years later, when I had persuaded the FA to buy Annesley Hall and its 150 superb acres in what was, many years ago, the heart of Sherwood Forest, we almost realized the dream... until the FA got cold feet.

When I saw that the school at Annesley was a non-starter, I persuaded the Sports Council to put more than £2m into Lilleshall with a view to creating, admittedly, a much modified football prep school and university in that delightful part of the world.

Now, I'm not so sure. Perhaps neither I, nor anyone else, could have the accuracy to predict which one of thousands of seemingly gifted schoolboys might eventually make it as a full international player, or even as a good first division professional, for that matter.

I also have serious doubts about the probability of developing top class footballers in a hot house atmosphere, anyway.

The skill and skills of football are developed best through large injections of encouragement and inspiration, small, discrete doses of teaching and vast opportunities for free experimentation in the rough and tumble of kick-about football play.

Many people in or close to football delude themselves that they have made players. Even some parents are prone to that sort of egotistical nonsense. They may have encouraged young players, they may have taught them but real footballers, those with a certain foxiness in their make up, with the skill and will to add new dimensions to the game by doing things differently occasionally, produce themselves in spite of teaching, often, not because of it.

As director of coaching in England, I was always more worried than I should have been about the remote possibility of producing coaching robots who would fall off

the end of a production line like so many "action men". That is why I changed the coaching staff at the national qualifying courses frequently and sometimes radically. Mind you, the very idea of English robots at anything is laughable. In football, it's agony to persuade professional coaches to listen to a new idea, let alone copy it.

Nevertheless, I was always sensitive to the possibility of anyone brainwashing students on our courses about anything to do with football. There are those who think that the best way to do anything is to attack the problem in one way single-mindedly. For that reason, I have serious reservations about a national school for young footballers.

I have reservations on other grounds, of course. The overexposure of schoolchildren to sustained and exacting training regimes of all kinds may soon be revealed for what it often is - dangerous. Psychologically, it hurts those who are pressurized to believe that winning is everything... and who lose. And it is dangerous physically.

Of course, people will assert confidently that the expertise available at a sports school will preclude these possibilities. Maybe, but I am not persuaded. In my time at the FA, I became more and more aware of the increasing incidence of chronic lesions sustained by young players through excessive commitments in competitive play and through the dangerous incompetence of some of those who set themselves up in clubs as football coaches.

Among the evidence which was brought to my attention were three boys from the same school, training at the same London Football League club, each of whom sustained a stress fracture of the spine from gross malpractice arising out of criminal incompetence during schoolboy training sessions.

In addition, I have not been attracted to the idea of some of the national bodies, the Lawn Tennis Association and the Football Association for example, which have vast resources to solve in ensuring the grassroots futures of their respective games, problems which require very large capital and revenue investments, becoming increasingly committed to the exclusive interests of international or professional competition.

Sport in Britain isn't sport in the USSR or sport in the USA. Sport here must be for the benefit of children. Children, however gifted, were not created for the benefit of sport.

I hope, sincerely, that the new supreme and master strategist at Lancaster Gate will not take coaching down that particular cul-de-sac, but I confess in having doubts.

Professional clubs are entitled, of course, to recruit players to their ranks if they can. But they have no absolute right to them. I, for one, will be much happier than I am for the clubs to have readier access to talented young players when they are a great deal less possessive about them than, hitherto, they have been and when they take steps to guarantee, through excellent training and qualification, and through inspection on a regular and free basis, the quality of those taking charge of the next generations of, God willing, Charltons, Bests and the rest.

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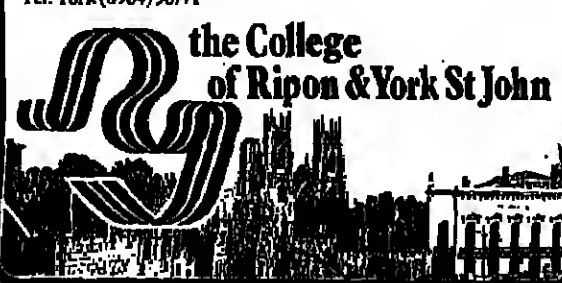
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Widespread shutdown feared if caretakers go on strike

by Richard Garner

Teachers' leaders predict most of Birmingham's 520 schools will shut within a week if caretakers and cleaners go ahead with plans to strike.

Their proposed action is in protest against city council moves to hand over school cleaning to private contractors.

Members of the National Union of Public Employees, one of two unions in the city covering school caretakers and cleaners, are threatening an indefinite strike from next Friday. This will begin to affect schools as they return from the half-term holiday the following Monday.

The dispute is over the council's decision to allow six firms to take a look at 62 of the city's schools over the half-term holiday to help them prepare a tender for a cleaning contract from next September.

Mr Jack Dickens, NUPE area officer, said there had been a four to

one vote in favour of a strike. He would be pleased to see the city council stop such things as this being delivered.

The union was prepared to save savings with the city council should reject a council request to have a strike in a teacher's school.

Mr Dickens said a strike by city refuse collectors had been in a 40 per cent cut in the city's refuse collection.

Both the National Association of Schoolmasters' Union and the National Union of Teachers have advised members to make every effort to go to work if the dispute goes ahead, should not take on extra responsibilities.

If the strike does go ahead, likely to prove a test case for the "privatisation" of public services.

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NEWS

Many teachers may say that schools should be more in tune with pupils' needs and that staff should get better professional training, but few are likely to lash out £4,000 of their own money to do something about it.

The two men behind such an act of philanthropy – which surely gladdens Sir Keith Joseph's heart – are both based in Manchester. Mr Robert Long is vice-principal of Arden Sixth Form College and Mr Sid Slater, his partner, is headmaster of Abraham Moss High School, an 11 to 16 comprehensive to the north of the city, which opened last September.

Some 18 months ago, sitting in a university pub and despairing of the "piecemeal" approach to educational change, they decided to launch *Evaluation in Education* – a non-profit making partnership with the dizzy aim of lifting schools out of their current slough of despond.

Now, setting aside such headmasterly pursuits as "gardening and painting the house", as Mr Long puts it, they spend their evenings and weekends working on the eponymous quarterly journal, the founded last spring, organizing conferences for everyone from chief education officers to Scale 1 teachers, and preparing a series of booklets on school-based evaluation that will start appearing this year.

The third member of their team is Mrs Valerie Slater, who supplies the administrative support while the men are at their schools.

For all of them, these are anxious times. The first flush of publicity found some 500 subscribers for the journal, mostly heads and education officers. Now that the price has been bumped up to £10.50 a year, because in their innocence it was pitched too low to start with, will the renewals roll in?

They fervently hope so. "We are not so altruistic that we want to subsidize the development of the education service," Mr Long says.

Mr Slater, a one-time head of a business studies department who admits he's learnt a lot since turning entrepreneur, chips in: "After a year we are still losing a lot of money. But in the end we'll get it back. We don't want to make a profit but as the thing grows we intend to take out the money we've put in."

He is similarly forthright about the aims of the partnership, which is yet another manifestation of the movement that sprang up in the late 1970s after the publication of the Inner London Education Authority booklet, *Keeping the School Under Review*.

"We want a better education for children. If you've got children in the education system, you want the best. And I don't think any educationist would say that what we are doing is the best we can achieve."

Falling rolls, spending cuts, the clamor call for schools to become "more accountable" and the erosion of public confidence in the education system have all combined to fuel the pressure on schools to improve their performance.

The response has been patchy and, in many cases, outrightly defensive. Some authorities, notably Oxfordshire and Solihull, have set up programmes by which schools evaluate their performance. But, as Slater and Long concede, many teachers see such steps as a prelude to an invasion by tight-fisted men



Robert Long, Valerie Slater and Sid Slater with copies of their journal, *Evaluation in Education*.

Structuring evaluation – for all it's worth

with clipboards, lurking at the back of the classroom while secretly compiling reports intended to weed out those who fail to come up to scratch.

It is this image that they are working to overcome, while advocating an approach that goes much further than anything tried so far and eventually becomes an integral feature of school life.

They believe that effective progress in three key areas – curriculum development, professional development of teachers and school management – can only begin once schools and local authorities set up systems that first assess who does what in the school – at all levels of the hierarchy – then allow the introduction of planned remedies.

As they explained in the first issue of their journal, the present haphazard approach is doomed to fail. "In the halcyon days of the 1960s and early 1970s, each bright young thing, with secondment or Schools Council backing, was able to pursue a particular curriculum concern with little perspective on the whole curriculum. The curriculum projects had limited success and must now be seen in the light of the Schools Council's present shift of focus."

A number of reasons have been adduced for this limited success. What has seldom been remarked is that the evaluation of the projects has been primarily at subject rather than individual school/whole curriculum level.

"Similarly, staff development has been pursued in an individual, almost anarchic, way. Teachers go

Nick Wood talks to two teachers who put their money into self-appraisal

off on courses, disseminate little of what they learn and the effect of resources expended is seldom evaluated."

The approach they advocate is lengthy and involves much delicate negotiation. It begins with the education authority staff examining their own roles and responsibilities and determining how effectively they are being carried out, then cascades downwards into the school, involving first the head, his deputies and senior staff, then heads of department, and finally the classroom teachers.

Nor is it just one way. In their scheme of things, deputies comment on heads and probationers give their opinions on heads of department. They recognize that what they are seeking is not entirely new; rather it is a formalization of much that has always happened in schools.

Mr Long puts it this way: "Every teacher coming out of a classroom has said to himself: 'That went well' or 'That didn't work. I'll try something different next time.' So really it's a question of a change of degree, not kind."

Both men have instituted or taken part in evaluation programmes at the schools they have worked in. Mr Slater has just introduced the scheme at Abraham Moss which he took over in September.

His first step at Abraham Moss was to draw together his seven-strong senior management team, consisting of head, three deputy heads and three senior teachers, and to introduce regular reviews of how well they were meeting predetermined targets.

At weekly hour-long meetings staff discuss how well they are doing their own jobs and pass comment on the performance of their colleagues.

A further series of three two-hour meetings held after school explored these issues in greater depth.

"One practical result to emerge after just three months has been in service training for heads of depart-

ments and teachers – given by Mr Slater and one of his deputies – on the best ways of drawing up schemes of work for all classes and subjects. In this way, the school is moving towards fulfilling one of its stated targets.

The gospel is now reaching the rest of the staff. Evaluation is being discussed with heads of department and the next stage will be more on-the-job training about aims and methods. Once this is completed, departmental evaluation will begin.

"We may come to realize that if we can get effective evaluation going in schools then the things that we have been waiting for years – really developing the curriculum so it is sensitive to changing needs, really helping teachers develop professionally, ensuring we have got professional management in schools – can come about," Mr Slater says.

It's a bold, cynical would say, pious, hope. So perhaps it's not too harsh to inject a note of scepticism. In May last year, Mrs Shirley Willsher, headmistress of George Salter High School in West Bromwich, wrote fulsomely in *Evaluation in Education* of the staff evaluation programme she had brought into her school.

"Perhaps one of the most stimulating aspects of staff evaluation is that one learns as head a great deal about what is happening in one's own school and that leaves the ball right back in one's own court, which is precisely what we are paid for, isn't it?"

"The longer I continue in headship the more convinced I become that the in-service training of staff and staff-evaluation carried out by the institution itself are the principal keys to success and fulfilment all round."

"Curriculum innovation, behaviour modification and academic standards all improve, almost visibly, when staff feel that their needs and interests are being looked to."

However, last December, members of the National Association of Schoolmasters/Union of Women Teachers at the school walked out claiming that Mrs Willsher's way of running the school had provoked an atmosphere of "fear, friction and mistrust". Two days later she applied for early retirement and left.

Evaluation in Education is published by Leadway Lane, Bowdon, Cheshire.

People

Mr Ian Morgan, chairman of national advisory committee for teacher training of the National Union of Teachers, and Sir M. Griffin, NUT junior vice president, are to serve as the joint nominees on the Advisory Committee on the Supply and Education of Teachers (ACSET). The committee was set up by the Government in 1978 and will meet for the first time before Christmas.

Mr G E J Simpson, at present of Laxton School, Quoddy, has been appointed head of Wilson's School, Wellingborough, from the beginning of the summer term, when present head Mr N J Fildes, retires.

Miss Susan Green has been appointed head of Hollycombe school in West Sussex. She was previously head of the school in Wiltshire. At present, Green is deputy head of a school in Germany.

Mr Ron Stephenson, aged 51, has been appointed to the new Services Commission as chief executive to head the new Skills Training Agency, which will exist from April 1. He is a present director of field operations of the MSC's Training Services.

Mr F A Russell has been appointed the new chairman of the governing council of the University of Chester Institute of Science and Technology. He is chairman of British Institute of Management (NW) and a member of the West Industrial Development Board.

Mr Derek Gains has been appointed director of the Open University regional office in Leeds.

Mr Gordon MacIntyre, director of the Open University Northern Ireland, has been appointed chairman of the Ince's newly-reconstituted Council for Continuing Education. The council is the main advisory body to the province on matters relating to adult and continuing education.

Three new members have been appointed to the council of the University of the Pacific, a research centre in the department of psychology at the University of St. Paul's, Manchester. They are: Mr P. Murphy, a teacher in St. Paul's Comprehensive College; and Mr Desmond Wilson, a member of the 1979 Inquiry into educational policy for adults.

Linda Haggarty has been appointed to the new post of assistant mathematics education officer at Oxford University Department of Educational Studies with the School, Littlemore, Oxford.

Sir Keith Joseph, the Education Secretary, has made two appointments, each for a period of five years, to the University of the Pacific Committee. Professor John H. H. of Newcastle upon Tyne, and William Semple, director of education, Loughborough, were appointed. The other appointments were: Peter Baxendale, chairman of the Peter Baxendale and Training Centre, and chairman of the University of the Pacific, and chairman of the University of the Pacific, and chairman of the University of the Pacific.

Mr Malcolm Lee, the deputy of NATFHE, the college teachers' association, has taken over the management of the Standing Conference on the Education and Training of Teachers (SCETT) for 1983. The association is staff development in Doncaster Metropolitan Higher Education.

The name Cockcroft became a staff word when the committee, of which he was chairman, produced its report early last year on the teaching of mathematics under the stumpy title of *Mathematics Counts*. But he is likely to be remembered even more for his influence on the examination system of England and Wales. For Sir Wilfred, education's most recent knight, now sits in a powerful chair on the fifth floor of Elizabeth House, the DES headquarters, poised to usher in the new Examinations Council which will determine the pattern of examinations for generations of children to come.

There will, no doubt, be those who question the wisdom of handing over to a man who has spent all his working life in a university setting the job of the council's chairman and chief executive. But his experience of the school system is more extensive than his curriculum vitae would suggest.

Billy Cockcroft (the diminutive was used by his mother from childhood) was born in Keighley, a textile town in the West Riding of Yorkshire with a great Mechanics' Institute tradition. The son of a plumber, he attended Highfield elementary school, and won a county minor scholarship to the Boys' Grammar School, where Asa Briggs was already making his mark. Here he came under the influence of maths teacher George Cadman, who, now in his eighties, still remembers that "thick Yorkshire accent" (which he has never found to be a disadvantage) but above all that quality of mind which earned him a Williams Exhibition at Balliol.

These were the war years, and although wartime Oxford was shorn of much of its glamour, he recalls his undergraduate days with relish. But after four terms he was drafted into the RAF, where he spent four years riding radio stations in Burma. The experience taught him to turn his subject to the needs of the situation – something which may well be useful in his future role.

Back at Oxford for five terms in 1946, he came second in the first year examinations but was somewhat disappointed not to get a first. His final year in spite of this setback he was given a postgraduate award by the department of scientific and industrial research and now set his sights way beyond the schoolmaster's job which had once seemed to him as it did to so many working-class boys then, the only attainable goal – "they were the people with cars and safe jobs".

Oxford was then acquiring a world-wide reputation in mathematics. Under the guidance of Henry Whitehead, and was beginning to move up to the Cambridge tradition. His doctorate thesis, on algebraic topology was completed in 1950, but by that time he had been appointed to an assistantship at Aberdeen, where he was upgraded to lecturer in 1952.

Two years later he left to spend a year in Chicago. After Chicago, Cockcroft took a lecturer's post in Southampton University, where he became reader in 1961. Later in the

Frank Pedley interviews Sir Wilfred Cockcroft, the distinguished mathematician who is to head the new Examinations Council.

A knight steps up to champion exam reform

same year he left for Hull as professor of pure mathematics.

The longest spell of his career was spent on Humberstone – 15 years in all. This was the period when he began to make his mark on the national scene, first as a member of the mathematics committee of the Science Research Council, then of the mathematics committee of the University Grants Committee, and finally as a member of the UGC itself for a term of three years. Significantly, he also served as chairman of the Schools Council's mathematics committee.

Dr Cockcroft was appointed vice-chancellor of the New University of Ulster at Coleraine in 1976. From

the polytechnic director, Derek Birley, for what was virtually an interview for the top post, he took the advice of the university's lawyers, headed the strong views of the Senate, and refused the invitation. Birley was appointed, and Dr Cockcroft was on his way back to London by the end of 1982.

It was while at Coleraine that Shirley Williams invited him to head a committee to look into the teaching of mathematics in the wake of the Great Debate. He is pleased by the favourable reception the report has received – the Government is looking at graded tests for the less able and into the work of the Assessment of Performance Unit; more importantly, national policy for in-service training has been changed so that i.e.s can replace

those who go off for specialist training.

It is, he concedes, a long haul and would prefer to be asked about the report's effectiveness in five years' time. Meanwhile he is proud of the fact that every member of the committee has been slugging the country with its message.

His remit as Examinations Council chairman is to deal with all school public examinations, but he recognizes that the help of the Further Education Curriculum Development Unit may be invaluable in coping with the problem of the subjective, non-examinable parts of profiles.

But first he has to carry out a scrutiny of A levels, look at the national criteria being developed for a single system at 16, and investi-

gate the practicability of graded tests.

Philosophically Sir Wilfred is in favour of a single system and he hopes that a decision on it will be taken by the Secretary of State by the end of the year – Sir Keith already has before him the national criteria for history, physics and French, and others are in the pipeline.

He feels that CSE Mode 3 has failed to prevent the pressure to equate Grade 1 with O level, and that in mathematics particularly, syllabuses have been distorted as a result. The raising of the leaving age to 16, and even more the rise in unemployment, have created entirely new problems which have to be solved. But he intends to do this by direct contact with those involved (notably the examination boards).

The council's chairman insists that he will have no influence on the composition of the council itself, which is shortly to be announced by the Secretary of State – he is in any case rather busy appointing his own staff of 40, some of whom will come from the ranks of the Schools Council's staff. What does he hope to achieve by the end of his five-year contract? Mainly to set up an acceptable monitoring system for assessing and examining in schools, as a secure support for teachers who want, and need, to know where they stand when measured against national standards. But equally he hopes to have influenced public opinion so that people understand that examinations are not absolute and what they cannot do.

When the going gets tough Sir Wilfred will always be able to get things in perspective by recalling his time in Ulster. "It is no bad thing to spend a little time of one's life in a society which has bigger problems than you have in your own field. If you think you have problems..."



Profile

its inception the university had had its problems, since many Catholics regarded its sitting there, rather than at Londonderry, as the last straw, and there was no possibility, given the political troubles, of replacing the 50 per cent of Northern Irish students leaving each year for mainland universities by the water. By 1982, student numbers had risen to a respectable 2,500, but by then the Chilver Report had gone to the Secretary of State, and the Government decided that a merger of university and polytechnic was inevitable.

The university was upset by the ultimatum to merge or be closed, and about the legal implications of abandoning its charter as a result of governmental fiat. So when the steering committee for the new merged institution invited the vice-chancellor to meet them along with

Rolling budget system urged for FE finance

A strong attack on the financial and management systems of further education colleges has been made by William Semple, director of education, Loughborough, who was appointed to the post in January 1983. The other appointments were: Peter Baxendale, chairman of the Peter Baxendale and Training Centre, and chairman of the University of the Pacific, and chairman of the University of the Pacific.

Mr Semple, who was appointed to the post in January 1983, is a former principal of Peterborough Technical College, Cambridgeshire, and has been in local government for a number of years. He is also a member of the National Association of Schoolmasters/Union of Women Teachers. He is also a member of the National Association of Schoolmasters/Union of Women Teachers.

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Staff/student ratios were only known for the last session; whereas he needed to know last week's figure. Only when the Combe Lodge Further Education Management Information System (FEMIS) is implemented would principals get the information they need.

At present, the Chartered Institute of Public Finance and Accounting (CIPFA) statistics seemed to suit the needs of county treasurers.

His comments come in one of a series of articles on the role of college principals published by the Further Education Staff College at Combe Lodge.

Combe Lodge Report, volume 15 number 10, 1983: The role of the college principal, annual subscription: £35 for single title £3.25. Combe Lodge, Blagdon, Bristol BS18 6RG.

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Announcements

Leeds Polytechnic
Carnegie School of Physical Education
and Human Movement Studies

Carnegie Golden Jubilee (1933-1983)

Former students and staff please note fiftieth anniversary celebrations will be held at the Carnegie School, Beckett Park, Leeds, during the weekend 17th/18th September, 1983. Events include dinner, exhibition and displays. For further details contact: Carnegie Golden Jubilee, Carnegie School, Leeds Polytechnic, Beckett Park, Leeds LS8 8QS.



Model child: Eighteen-month-old Hugo Levy is entranced by two of the rare model vehicles that have gone on show at the Dinky Toys Golden Jubilee Exhibition. The exhibition opened last Friday at the London Toy and Model Museum, Craven Hill, Paddington, London, and will last for seven months. For the record the car is a Porsche 356A Coupé manufactured in 1958 and the Shredded Wheat delivery van dates back to 1934.

Allowance urged for post-16 pupils

A national mandatory scheme of educational maintenance allowances for all pupils staying on post-16 is advocated by the Child Poverty Action Group this week.

The allowance should be equivalent to the Youth Training Scheme payment of £25 a week, says the CPAG, but as an emergency measure the Government should at least establish an interim scheme based on the most generous payments currently being paid voluntarily by some L.E.A.s.

The proposal emerges as the main conclusion of a survey by the CPAG of current educational maintenance allowances. The authors conclude: "Our survey has shown how inadequate the EMA scheme is. It does not offer young people a real

choice at 16. Although the alternatives to full-time education for young people are unpromising, nonetheless the dice are loaded against staying on."

They point out that in July last year more than one-fifth of the registered unemployed were young people under the age of 19. "Whether employed or unemployed, however, they are financially better off than if they were at school."

A mandatory national scheme paying £25 weekly to each 16-year-old staying on would cost about £500m - roughly half the funds allocated for the YTS, "and a tiny proportion of the existing education and social security budgets".

Government statistics are quoted to show how participation in full-

time education after the compulsory leaving age rises sharply with income.

The survey of existing EMAs received 72 replies from 104 L.E.A.s. It found five authorities in the summer of 1982 which offered no financial aid to 16-year-olds staying on at school. These were Dudley, Solihull, Trafford, Cheshire and Oxfordshire.

The average EMA paid to school pupils was £3.25 a week, compared with £7.60 to college students over 16. Only 12 authorities supported more than 500 pupils or students.

Half the L.E.A.s cut their budget for such allowances between 1979-80 and 1981-82, but some tried to increase cash because of rising unemployment.

School's appeal wins higher exam grades for 44

by Richard Garner

A school has won an upgrading of examination marks for 44 of its pupils after a four-and-a-half-month fight.

The saga began when the headmaster, Mr J A Vickers, and deputy headmaster, Mr Noel Henderson, of Laurence Jackson secondary school in Quinsborough, Cleveland, queried the 16-plus grades awarded to 175 pupils who had sat the Associated Lancashire Schools' Examining Board's 16-plus English examination last summer.

The school felt that the grades awarded to its candidates were markedly below its expectations of them.

However, its original letter to ALSEB was never answered, and, on inquiry, the school was told that it should conduct all inquiries regarding appeals with the examination board with which it is registered rather than the administering board.

The matter was then taken up with the Yorkshire and Humberside Regional Examination Board and Mr Vickers warned its secretary, Mr Alan Doonan: "There is some real risk that the very disappointing results may affect their eventual university applications - especially for the Oxbridge ones among them."

Mr Vickers told the TES that three pupils had gone on to sixth-form college and had begun preparations to retake the examination next summer - and it was not until November that their passes were upgraded, thereby rendering work they had done for retaking the examinations unnecessary.



Noel Henderson

In addition, the school had been forced to cancel its annual prize since the re-marking of 19 specimen papers - which eventually led to the rest being sent in for reassessment - had not been completed by the beginning of November, when it was supposed to have been held. It was rearranged at two days' notice and will now take place next month.

On November 10, Mr Vickers informed that 12 of the 19 candidates would have their passes upgraded as a result of re-marking their papers. In view of the large number of discrepancies, the remaining papers were submitted for re-examination.

Mr Vickers then told the TES: "I have had to instruct my head careers and my head of school to hold up a number of reasons for this."

He added: "With the examination situation in this area, my day and week of delay is, in my view, a matter of serious concern."

In the end, the reassessment ended with 44 candidates' passes being upgraded.

But, in a letter to the school, Mr Doonan added: "It should also be noted that the re-mark did not in any way produce higher total marks. 30 of the 175 candidates received slightly lower marks but the chief examiners' lower marks would have received a lower grade but these were not reported. It is the consortium's policy not to upgrade candidates in these circumstances."

As a result of the four-and-a-half-month battle, Mr Vickers has written to the examination board suggesting that - in future - schools should be given the chance to approach the board administering the examination to avoid delay and misunderstandings.

Copies of the correspondence have been sent to Dr Robert Bayson, junior minister at the Department of Education and Science, and Mr Neil Kinnock, the shadow spokesman on education.

Mr Henderson said he felt the procedure for going above appeals should be clarified in schools. He added that once the problem had landed on the appropriate desk he had "nothing but praise" for Mr Doonan and the fairness of the examiners. "We accept we were fairly treated over re-marking," he added.

Heads' advice on "solvent abuse" sought

Head teachers have been asked by their union to supply it with details of how they combat the problems of glue-sniffing among pupils.

In the quarterly newsletter of the National Association of Head Teachers, the union says it will shortly be asked by the Government to comment on ways of deterring young people from the habit of glue sniffing.

The N.A.H.T. says it would like to hear from individual headteachers about ways in which their schools deal with the hazards of solvent abuse through their health education programmes.

It adds: "Legislation is obviously not practical since there are a variety of substances other than glue that can be misused in this way, and which are quite harmless when used for their intended purpose."

L.e.a. rejects union's cuts allegations

The Isle of Wight has rejected allegations by the National Association of Schoolmasters/Union of Teachers that its education cuts have gone too far.

The island was one of nine authorities named in an N.A.S.U.T. survey for having made the "best" developments across the board.

Mr Bernard Pyell, chairman of education, said that in the past year his committee had proposed teachers' jobs and was still proposing to cut the average of books, materials and equipment. The teacher:ratio had actually improved in primary schools.

"We see ourselves becoming victims, along with many other L.E.A.s, of this Government's policies but we reject any suggestion that we deserve to be placed on a blacklist," he said.

Spending penalties threaten YTS

MSC devises new kind of addition

Everyone wants the Youth Training Scheme, the Employment Secretary, Mr Norman Tebbit, told the House of Commons. "A massive step forward in the right direction which will help those most in need."

Spokesmen for all three opposition parties agreed with him, and turned the debate largely into an attack on the Government's overall policy towards young people and their education, and its approach to training as a whole.

Mr Alan Beith, the Liberal education spokesman, said it was lamentable that the education Ministers had stayed away from the chamber. "Are we to take it that the Department of Education and Science has been told that it must have nothing to do with the whole operation? Is it, as so many commentators have said, a simple vote of no confidence in the education system?" he asked.

In his opening speech - described later in the debate by a surprised Labour backbencher as "low key, low profile, candid, and frank" - Mr Tebbit had cast doubt on suggestions that educators should control the YTS. Mr Beith said there was "considerable damage to his attitude."

It suggested to me that he regarded the influence of educators in training as malign and undesirable."

He added: "This country has developed certain education values that should not be thrown out of the window because we have suddenly realised, belatedly, that we should step up our training commitment. Some of those values are beginning to be threatened."

The MSC, he charged, had failed to absorb some important educational values, including the aim of ensuring that young people developed "the ability to apply themselves to different situations."

The MSC clearly did not like political education - the Secretary of State had referred to peace studies, a possible controversial issue which had nevertheless been accepted by the education system and H.M.I., who had published a report on the subject saying that young people should understand how the democratic process works. The MSC's attitude suggested a narrowness in outlook.

Many sixth formers will now have submitted applications for university sponsorships. At the same time they are advised not to accept "firmly" a university place until they have received a provisional offer from the sponsoring company (in case they wish to stipulate certain universities). Interviews for these sponsorships will now be taking place and most applicants should have received decisions by mid-March.

What are the advantages and disadvantages of sponsorships? Advantages: Security of industrial placement and vacation work; Financial benefits - a grant supplement and salary while working with your employer;

Relevance of your university course to practical experience; Personal development gained through work experience and teamwork in employment.

A knowledge of work in a particular employment area; Opportunities to work in different areas of the sponsoring organization, perhaps in different parts of the country; and Likelihood of full-time employment on graduation with the sponsoring company.

Disadvantages: Moral obligation to the sponsor, even if later, you find that you don't like the work or the organization; Breaks in academic study may be unsettling;

employers courses at below cost without themselves incurring a deficit is based on the recognition that education departments at present pay for the further education of first year apprentices. The local authorities are estimating that three quarters of these apprentices will in future be YTS trainees, and so will no longer be a charge on the authorities.

But authorities like Newcastle and Bradford are saying that in their areas apprenticeship has fallen so much in recent years that they will make comparatively small savings, and could therefore run discounted courses only by subsidizing them from the rates.

The Association of Metropolitan Authorities, briefing MPs before the debate, said Bradford reckons it would need to spend £1.6m - which would mean losing a further £1.4m in government grant under the present system of penalizing authorities for excess expenditure. Bradford is thinking hard about whether to take part in the YTS as a result, the AMA told MPs.

The AMA's point that the problem is not confined to big city councils is backed by the Association of County Councils, which says that some of its members may want to overspend on their limits for the same reason, and is urging the Government to exempt them from penalties.

The reason that both the authority associations are holding back from a full scale campaign is one which is hardly likely to please ministers. They suspect that the situation they face will not arise in practice because the Youth Training Scheme will not get anything like its full quota of places with employees this year. If that happens, the Government will have to consider rescuing the scheme by paying authorities to sponsor thousands more youngsters themselves - which would mean a far bigger increase in public expenditure than that which the authorities are at present asking for.

The "magic" which enabled the authorities to offer places to trainees, Mr Beith said that the Government had failed to grasp the point made by the House of Lords Select Committee on Unemployment that if the YTS existed without a parallel system of educational maintenance allowances, it would distort the whole pattern of young people's decisions about whether to go for training or stay on in education.

Mr Beith said that while schools were increasingly offering participation to young people through the way they were organized and through school councils, the MSC did not seem to understand or appreciate the need, and seemed to have found no way of associating trainees with decisions about their work and courses. They should find ways of establishing trainee councils or other bodies that would give trainees a chance to play a part.

Other speakers joined with Mr Beith in demanding procedures for dealing with the rights and grievances of trainees.

Mr Walker said that the White

Paper on training had stated an urgent need for the reform of the arrangements for training in craft, technician, and professional skills. It had been silent, however, on the means for achieving this.

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Local MSC officials are being told that the Youth Training Scheme's "additional" rule does not mean that employers necessarily have to take on extra trainees.

This rule is part of the fundamental financial basis of the scheme. It allows employers to get YTS grants for two of their "normal" recruits for every three extra they take on under the scheme. But now local officials vetting applications have been told that they can pay grants to employers who take on no additional trainees, provided that the ratio for the area as a whole is maintained. It means that the officials will have to find some firms willing to take on more than their quota of additional trainees.

The Youth Training Board, set up by the commission to oversee the scheme, has accepted that the rule should be applied flexibly to large companies so that they can count trainees being taken on in one part of their organization against recruits they employ elsewhere. And it has accepted that bodies like group training associations or local authorities who are managing a scheme involving a number of small employers should be free to work out how the numbers balance as long as they get the overall ratio right.

The provision for relaxing the "multi-plan" companies and group schemes have been set out in detail in reports to the board which do not mention extending the arrangement to give MSC officials the power to decide who gets a grant.

The commission's headquarters staff say that the board was informed - a copy of the paper containing the instruction, one of a series of briefing notes for MSC area managers, was among the material sent to board members.

Mr Roy Jackson, the TUC's education secretary, is among the board members who cannot recall ever having the instruction drawn to his attention. His view is that, whatever the case for being flexible over what happens inside one company or an association, there has to be a time drawn somewhere.

The award is worth £4000 per annum and covers the cost of books, accommodation and medical insurance. Tuition fees are paid by the Australian Government. Details are available from the Fairbridge Society, 119, North East Wing, Bush House, London WC2B 4PY. Tel 01-240 0688. The closing date is February 28.

Fortcoming open days worth nothing are those at Bath Academy of Art (Feb 21, 22 and 23) and the provisional arrangements at the Faculty of Engineering at the University of Surrey (March 2) at Cambridge. New Hall has an open day on April 30 and visits are possible by prior arrangement, throughout March at Christ's College.

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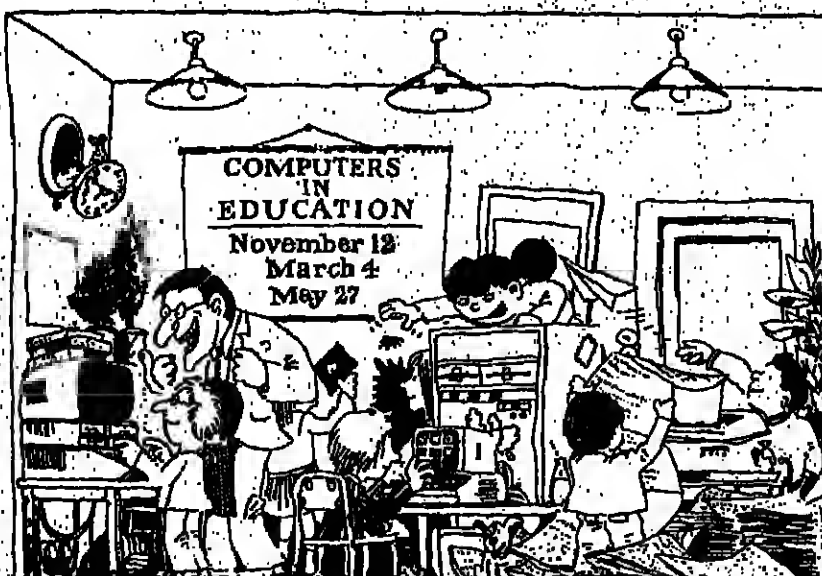
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The Times Educational Supplement has produced an attractive and, we like to think, amusing wall poster for use in school staffrooms. It contains information about the special insets we will publish during this academic year and there's a handy space for writing up weekly staffroom notes (this can be wiped clean). The whole poster is printed in colour and is available by sending a cheque or postal order, no cash please, for £1.00 (this is to cover postage and packing) to the address on the coupon below. Please make your cheque or postal order payable to Times Newspapers Limited.

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by Brian Heap



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OVERSEAS

South Africa/John Kane-Berman

City university for Africans opens

JOHANNESBURG: South Africa's controversial new City University for Africans opened for lectures on January 31. The university's head office in Pretoria said 720 students had enrolled in its four campuses in black townships: Soweto, Mamelodi (near Pretoria), Batho (near Bloemfontein), and Zwijl (near Port Elizabeth). Another 234 students have enrolled for courses in teacher training.

The scheme, known as Vista, has been controversial from the outset. The Bill setting it up was strongly opposed by the official opposition in Parliament, which said it was "incredible folly" to open another segregated university at the very time that segregation at work was being relaxed.

The University of the Witwatersrand, Johannesburg, declined to nominate a representative to Vista's council because it "does not wish to be officially associated with a new segregated university of this kind."

However, the university said it would not stop individual staff members from participating in the work of the new campus.

Vista's rector, Professor Cas Crouse, said: "On the one hand you have the whole political question underlying the South African set-up, and on the other we have a job to do in the light of the need for tertiary education. We are going to

concentrate on that task and steer clear of political issues."

He added: "There is an enormous need to bring tertiary education to the heart of the big black cities."

Vista, which will have additional campuses in other black townships, is designed to meet the study needs of Africans living in these townships in the so-called "white" areas.

In this sense its establishment is part of a process of change in black education policy. The Government is no longer demanding that blacks seeking tertiary or even secondary education go and find it in the "homelands" rather than the "white" areas.

This change reflects the Government's belated realization that economic growth is being retarded by the shortage of skills among Africans (who constitute nearly three out of every four workers). The authorities have also realized that attempting to focus black education in the "homelands" in the hope of enticing blacks out of the "white" areas is no longer a sustainable policy.

The authorities say that Vista is to be a typical "city" university in that it will concentrate on academic tuition to the exclusion of sport and other extra-mural activities. Nor will any hostel accommodation be provided. Decentralization of the university into different campuses in various black townships is expected



Government policy change should benefit black students.

because of this.

Tuition is to be in English. Bachelor of Arts and Bachelor of Education degrees being initially the only ones available. Subjects include geography, Afrikaans, African languages, maths, economics, English, history, education, accountancy, psychology, and sociology. Bachelor degrees in science and commerce are being planned.

Teacher training is to be the new university's priority. "This," the authorities say, "is understandable when it is realized that at present only about 2 per cent of all black

teachers have a degree. The aim is to raise the number of black teachers within five years by at least 10 per cent and up to 20 per cent within ten years."

According to Professor Cas Crouse: "The establishment of a network of branches of Vista in black urban areas will take tertiary training opportunities to the community."

The legislation which set up Vista provides for students other than Africans to be admitted with the written permission of the Minister of Education and Training.

Europe/Julia Hagedorn

Sexism charge

Teachers were strongly criticized for reinforcing sex stereotyping at a recent European conference. A French delegate accused teachers of passing on to their pupils the concept of male superiority and of using sexist textbooks.

The conference, on teachers and sexism in the education system, was organized by the Council of Europe and West Germany.

Mrs. Marie Vialabre, a French teacher, said she was tired of the traditional model, with the husband earning more than the wife.

"Although 61 per cent of the teaching force (in France) is female, only 30 per cent are in positions of responsibility. In the inspection there are only 17 women out of 100 general inspectors, 98.6 per cent of female but at the other end of the scale, only 8.6 per cent of university lecturers were women," she said.

Turning to a certificate that students in France take at the age of 13 in practical subjects, M. Vialabre said that in 1976, 94 had made an apron while only 6 had made a headboard. "In 1982, this thing has changed."

She hoped that the recent directive from M. Savary, the Education Minister, (dated July 12, 1982) would have an effect. The circular now demands that measures to combat sexism at all levels of schooling and in all subjects should be incorporated into the official education plan.

The conference, attended by delegates from many countries, recommended that all school books should be subjected to an examination by specially appointed bodies.

Australia/Bill Purvis

Drug offender keeps job

SYDNEY: Mr Robert Fordham, Victorian's minister for education, has claimed the state government is not reflecting general community attitudes by refusing to sack a teacher convicted of using marijuana.

The teacher was convicted of possession and use of marijuana in September; it was his first offence. Another charge of dealing in the drug was withdrawn.

Mr Fordham said he regarded the conviction as a very serious matter and the teacher would appear before the director-general of education for the director-general's decision on whether to tell no repetition would be countenanced.

"He has been transferred from the school community to which he has lived, despite numerous requests from members of that community for him to remain," Mr Fordham said.

The minister's statement came after a call by the state opposition for the teacher to be sacked.

Mr Geoff Kennett, the opposition leader, accused Mr Fordham of prostituting the law and condoning the illegal use of drugs in schools.

But Mr Fordham said the government had judged from opinion polls that the community perceived the use of marijuana as being in a different category to hard drugs. The significance of the teacher's offence had been assessed in relation to general community standards.

Mr Fordham said he had asked the departmental advice, and had followed a precedent set by the previous Liberal government in not dismissing a teacher found guilty of a first offence in drug use.

In New South Wales, the department of education said any teacher found guilty of drug use would be dismissed.

A spokesman said that the charge had been laid, but the teacher would be suspended; if the charge was proven, the person would be dismissed.

United States/Peter David

Reagan Budget boost for maths and science

WASHINGTON: Two initiatives designed to improve the teaching of mathematics and science in American schools are contained in the 1984 Budget proposal which President Reagan sent to Congress last week.

One programme, managed by the National Science Foundation, will enable about 10,000 maths and science teachers a year to take block release courses leading to additional qualifications in their subjects.

The other, managed by the Department of Education, would be used to provide block grants to school districts for use in training teachers from other specialties, or for related teachers to become proficient in maths and science.

In 1984, the first year of the new grant, about \$30m (£23m) will be provided to school districts to train up to 30,000 new maths and science teachers over a four-year period. Both the NSF programme and the programme run by the Department of Education require money from industry and other sources.

These initiatives are part of a Budget which calls for an overall freeze in domestic spending, and cuts in education. But it also emphasizes the importance of scientific research and high technology in stimulating economic growth.

Better laboratories and a bigger investment in the education and training of scientists are the centrepiece of an expanded budget for

the National Science Foundation, which distributes grants for research by universities and other research institutions.

The foundation is to receive an 18 per cent increase in its budget, bringing its total spending to \$1.292m (about £860m). Much of the increase will go towards upgrading university research facilities and encouraging talented young scientists to choose academic careers.

Strikingly absent from the President's Budget proposals are detailed plans to fulfil a campaign pledge to abolish the Department of Education which was created by President Carter.

Mr Terrell Bell, the Education Secretary, said the administration still believed that the Federal role in education had grown too large over the past 20 years. The President intended to strip the department of its unnecessary Cabinet rank.

Meanwhile, the department's 1984 budget would be set at \$13,200m, nearly \$3,200m less than in 1983, but well above the \$9,200m which had been projected last year.

Nearly half the department's budget would be spent on Federal grants and loans to students in higher education, Mr Bell said.

Mr Bell said the administration intended to introduce a form of optional voucher scheme for parents of educationally deprived children to choose schools best suited to their needs.

Poles free held pupils

by a Special Correspondent

Four Polish school pupils in the town of Rzeszow, who have been in custody since last November for distributing pro-Solidarity leaflets, have been released in what seems to be some observers to be a public relations exercise.

The decision of the Provincial Prosecutor to drop charges against the young people was taken, it has been announced, on the initiative of the local provisional council of the "Patriotic Movement for National Revival" (PRON).

The PRON (whose initials parody the ruling "military council for national salvation" WRON) was established early last year on the initiative of the Government as an attempt to found a mass movement aimed at restoring stability in Poland. Although a handful of prominent personalities were persuaded to associate themselves with the movement, it has been consistently unable to pick up mass support.

Under a special decree issued last August, conviction of an offence against the martial law regulations (which, in spite of a "suspension" of martial law, still remain in force), carries, in the case of students, the additional penalty of automatic expulsion from university.

Although an official ruling seems to have been made about senior school pupils, media commentaries have made it abundantly clear, that, convicted, the possibility of their proceeding to higher studies is effectively ruled out.

Earlier attempts by the clergy to urge these young people failed.

In October, the Bishop of Cracow, Stefan Barela, issued a pastoral letter appealing for the release of school children who had been arrested when leaving church after a service to inaugurate the academic year. Bishop Barela's plea, however, was ignored by the authorities.

Turkey/Bernard Kennedy

Bill strengthens clamp on the private schools

ANKARA: The Turkish Government is seeking to bring private education under even firmer control. According to a Bill now before the country's parliamentary-style Consultative Assembly, certain types of school will be closed, while others will be subject to close state supervision.

The main victims of the proposals will be schools existing for the purpose of preparing students for university entrance examinations. These have boomed in recent years, and are seen by the Education Ministry as a source of inequality in education, since those who can afford to pay for the extra training have a better chance of going to university.

The view is not, however, borne out by the facts, since the highest success rate in university entrance exams last year was recorded in two provinces where there are no private cramming schools. But in large cities

like Ankara and Istanbul, many have come to see the schools as a normal part of the educational system, coming between high school and university.

For this reason, the Bill foresees that the schools, which cater for hundreds of thousands of young people, should gradually be brought under the wing of the ministry, and should be closed only when the public education system is able to offer a viable alternative.

The same draft law also seeks to regulate schools for minorities and foreign nationals. Foreigners will no longer be able to open a school of any kind in Turkey - the children of foreign nationals will be educated in schools jointly operated by ambassadors and the ministry. In schools for minorities, Turkish lessons will be taught by Turks. Most such schools are for Greek-speaking Turks; other minorities, such as Kurds, are not given special treatment.

Mongolians proclaim 'Year of the pupil'

The People's Republic of Mongolia has proclaimed 1983 to be the "Year of the pupil", in which party, Government and workers will be asked to contribute to "strengthening the material basis of schooling in Mongolia".

The proclamation coincides with the new Mongolian law on education which calls for improved vocational education.

Under the new law, the emphasis on "polytechnic" education is to be considerably increased, and a significant proportion of the funds raised by the "Year of the pupil" will go to the establishment of school laboratories and workshops.

Another important target is the establishment of boarding schools. Although Mongolia's traditional occupation of stock rearing has been reorganized on socialist lines, many of the country's herders still lead a nomadic life. Boarding school facilities are therefore the most practical way of educating a large proportion of Mongolian children.

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Los Angeles police posing as students - just one of their undercover guises

LA police in class for drugs operation

Los Angeles, who posed as a 17-year-old pupil, said: "I thought it was a lot different than when I went through high school and really it was not that long ago."

"A lot of those I busted were 10th graders (16-year-olds) just coming into the school. They do drugs with the older kids just to get into the groups - and nobody seems to look down on it."

Officer Lopez said that one of his arrests was a fine scholar and a member of the basketball team. He

added: "The principal was surprised at the people I got - they were not all low-life types."

Arrests are made in a one-shot round-up at the end of term when the undercover "pupils" are pulled out. The conviction rate is 95 per cent because of the documentation by the undercover agents.

Every day after class, the undercover policemen tell their superiors with whom they had contact and their purchases are logged.

Officer Lopez said that the hardest part of his assignment was to reject all encouragement by the quieter and acquaintances to use the drugs he bought. Also, when asked to parties, football matches and other situations where drugs tend to be used, he used to tell his fellow pupils that he had to work. "It gets hard leading two lives," he conceded. "You try to refrain from making friends because you know that you will have to bust them; that is your job."

P E Burke

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WHAT FUTURE FOR THE HIGHERS?

The TESS has reprinted its 2000-word report of the recent HMI report on the fifth and sixth years of Scottish secondaries. This, together with the leading article on inspectors' views of the HIGHERS, is available as a single-sheet reprint at 20p (inc. postage) for one copy, or 60p for five. (The full HMSO report costs £3.45).

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The Netherlands/Lyn George

Parent bashing on the rise

AMSTERDAM: A Dutch social worker with the juvenile police described what one assumes to be a classic case of father-daughter abuse. "He took his belt off and beat her with it around the house." In this case, however, it is a son beating his mother.

According to an investigative article in a Dutch journal on youth morals in the eighties, parent bashing is increasing.

Although no official studies have been made, students at Leiden University who interviewed many parents discovered that some were beaten as often as three times a day but tried to keep it a secret. In nearly all cases children resorted to violence when the "normal" channels for their demands had broken down and they were always violent against their own way.

What emerges is a gloomy picture of a "lost" generation of young people, reared to be more independent than any previous generation. They

are confused, apathetic, totally lacking respect for authority and ripe for a leader with whom they can identify.

Crime plays an increasing role in the lives of the 15 to 25 age group, with half of shop thefts committed by young people. Reared in a welfare state, young people interviewed found it "normal" to steal rather than save for or do without the desired object.

Attitudes of young people were split over unemployment. An increasing number prefer to drop out of school believing that "even with diplomas you cannot find work" while others look the opposite view and persevered for more qualifications.

Surprisingly, more than 80 per cent of the 300 pupils aged 15 to 19 who were interviewed said they would take any job rather than accept social security, while 56 per cent were "hopeful" of finding work.

LETTERS

Academic children need technical studies too

Sir - Following your recent feature on *The TES* Secondary Curriculum Competition, which I found most stimulating at a time of enormous secondary curricular discussion, I feel I must make the following points:

□ Comprehensive education should provide the opportunity for all pupils to achieve at all levels their full potential. The suggestion that we have an academic elite, who do not require Education for Life nor indeed exposure to technology and technical studies, surely perpetuates our present dilemma in society and industry.

□ Should education for any of our pupils be so examination-orientated that it is based on fact-cramming to the exclusion of all other, including the full development of a number of educational experiences over what is considered to be a minimum period of five years?

□ Surely part of our present problem through unemployment is a lack of contact with adults, the experience and example this provides for total development of personal standards, self-discipline and self-awareness. I say we reduce this at our peril, for even in the 1980s it has not proved possible to put old hands on young shoulders.

□ Surely the good timetable permits and is the servant of a proper curriculum for all our pupils, and let us hope that we still have the educational expertise and professionalism to know what is best for our young people and the courage to implement it. If we refused to trust the professionalism of our doctors at a critical time because we the unqualified wanted to try it our way, a number of us would not have a second opportunity to let the expert do what was needed. Surely the same is vitally true for education.

□ Certainly our present certification leaves much to be desired, but let us not lose sight of the need for stan-

dardization and recognized awards. Educationists are not totally trusted by all employers in their ability to assess: the widespread unacceptance of CSE is proof of this.

J L DEACON
Headmaster
Potters School
St Austell
Cornwall

Language classes

Sir - Mr T M Renowden (*TES*, January 28), your joint first prize winner in the secondary curriculum competition, states: "Owing to the shortage of teachers, languages cannot be taught sensibly to all pupils for four or five years."

"Therefore, after the first year's introduction to all the languages available in the school on a rota system of four periods a week, those with linguistic ability will devote six periods for two or four periods for one language. Those with little gift or interest will be better served by eight periods of technical studies."

While it may be an inevitable fact of education, I am sorry to see that children's level of linguistic competence should be defined and restricted by the supply of teachers. Moreover, it would seem to me to be precipitate to make a harsh judgment about a child's ability to learn a foreign language or languages after only one year in a secondary school.

Are we to be accused of not only building in advantage but disadvantage too? The felony of early exclusion from language learning is more grave when one considers children from inner-city areas, many of whom may be described as socially, culturally, and linguistically deprived. For some children, English is not their mother tongue. On Mr Renowden's curriculum model, many of these children would not



Drawing on experience: schools should now be aware of the danger of encouraging bright children to be technically ignorant.

even qualify for a graded test.

If education is about learning, it is also about opportunity. Please may I make a plea for the children to be given a fair and reasonable chance?

I applaud Mr Renowden when he states that children who study a language or languages should also follow a technical studies course. Irrespective of the children's competence in this area. Unfortunately, he does not make the equally valid plea for children following a technical studies course to follow a study of a particular language or culture. His argument for children following eight periods of technical studies and no language is because some children have little gift or interest in languages.

What is the logic of this? Would Mr Renowden exclude children from technical studies on the grounds that they have little gift or

interest? What is more, would he maintain the view that these children would be better served by eight periods of language studies?

GEORGE CROWTHER
Colley Manor Drive
Reigate

Blinkered thinking

Sir - I wonder how many teachers were disgusted by the curriculum described by T M Renowden. His views regarding Craft, Design and Technology (which he calls technical studies) are typical of too many heads.

He believes that pupils who are able in languages can afford to ignore CDT and pupils who are useless in languages will have CDT as their safety net.

In my comprehensive school the brightest pupils are directed towards

languages which makes it impossible for them to experience CDT. In experience, pupils who are poor at academic subjects are very poor in most aspects of CDT.

Mr Renowden and everyone else who still believes that this country will survive while we continue to indoctrinate our brightest brains into being technically ignorant and uncreative is utterly wrong.

This aspect of the curriculum is typical of a single-direction way of thinking which any bright CDT pupil could demolish in five minutes.

ALAN BRISCOE
Thurston Upper School,
Nr Bury St Edmunds
Suffolk

Prize satire

Sir - Was T M Renowden really serious? What an insult to the people to offer such a retrograde curriculum.

The grim spectre of youth unemployment and the withholding of teaching resources is no real excuse for the rapid decline into mediocrity.

Let us beware. Our youth will be many of their parents may not be a gullible as some influential members of our society would hope. It is idealistic to believe that schools should be educative and for the sake of happy development of a child innate abilities and interests, and not for the tailoring of cheap examinations to be used or rejected by society?

However, headmaster Renowden is no fool. He has played his last joke. It was the nicest piece of educational satire printed in *TES* for some time. I think he should admit it and return his prize.

ROSA E BRUTON
Caswell House
Caswell Bay
Swansea

Putting the classroom first

Sir - In the article "Campaign to improve education officers' pay" (*TES*, January 28), Mr Donald Camplejohn, honorary treasurer of the Association of Education Officers, is quoted as saying, "The whole thing is ludicrous when you've got heads of schools earning much higher salaries than the managers running the whole schools branch or FE." (The average pay of assistant education officers, here regarded as inequitable, is given as between £11,000 and £13,000.)

Mr Camplejohn's remark embodies what I regard as a most pernicious fallacy, namely that administration is inherently superior to teaching. The structure that Mr Camplejohn envisages is pyramidal with CEO at the apex

and Scale 1 teachers at the base. People progress within this system as they teach less and accept more administrative responsibility. A manager who runs a whole section of local education must therefore be remunerated at a higher level than even the principals of teaching units within that section.

Already assistant education officers' salaries begin where those of the upper teaching echelons leave off. A concomitant is that the Scale 1 or Scale 2 class teacher emerges as a very low grade individual equivalent to an unskilled worker in industry. These conclusions, elaborated from a comment whose truth must have seemed as self-evident to the speaker as false to many others, lie at the root of the profound disaffection of the teaching profession.

It is instructive to consider in what sense an education officer "runs" a part of the educational system. What he is concerned with is an abstraction drawn from the system, the physical wherewithal necessary for the educational process to continue.

Seen in more financial terms it is the allocation of funds made available by his political masters. To regard this task as managerial by analogy with industry strains somewhat the use of language. Industrial management is rightly held responsible for the quality of finished products. I am not aware that responsibility for the educational product, the school leaver, has ever been laid at the door of educational administrators.

In a society which pays lip-service to educational outcomes it is hard to see why the subordination of education to administration should have occurred. It would be more logical to regard administration as ancillary to the main task of education. At that rate Mr Camplejohn might be well satisfied if the bulk of AED members earned as much as senior teachers. Certainly he should not be blandly assuming the right of maid-servant to be mistress.

As the yearly round of pay talks gets under way, it may behoove teachers' representatives to reflect that while the present hierarchy in the educational system continues it will never be possible to obtain professional salaries for those who, in their position in the administrative structure, make up the proletariat.

D ARMES
5 Ambleside Avenue
Bradford
West Yorkshire

Dangers of tipping the scale

Sir - Mr G Haylett (*TES*, January 14) is quite correct in his warning about "tipping the scale" with regard to the suggestion, within the teachers' salary claim for 1983, that there should be automatic transfer from Scale 1 to Scale 2.

First, it would set a precedent for automatic transfer within all other scales. Why should it stop there? Would not teachers on Scale 2 have the right to continue to Scale 3 and so on? Indeed, there might be a high case for teachers who are at the top of other pay scales to demand automatic upward transfer. The claim envisages the availability of Scale 3 posts in group 4 schools with consequential increases for heads and deputy heads.

It should be remembered that within recent times a Scale 3 teacher in the primary sector received a higher salary than a deputy head in group 5 schools. Salary restructuring may see their position decline. We

US exchange

Sir - I am a professor at California Polytechnic State University, and have begun compiling a directory of California professors and teachers who are interested in exchanging their home with another academic for a holiday period of one month or more.

Most would like to exchange homes with British teachers this summer. I can make these names available to British teachers who are interested in the possibility of an exchange. There will be no charge for this service.

Those interested should write to me (by airmail) with the following information: name and address; details of their educational institution; the months in which a home-exchange would be convenient; and their academic speciality.

Correspondence should be addressed to:

PROF H CLYDE HOSTETTER
California Polytechnic
State University
San Luis Obispo
California 93407 USA

No relation

Sir - May I please make it clear that the new Somerset University featured in last week's not connected with the tertiary college at Yeovil? We are indeed fairly adjacent, to use a crinkling term, to the Colleges of Lifelong Learning and One University established in Station Road some time ago by the late and much lamented Stephen Potter, as well as, acquaintances, rather than having made occasion to remind us of establishing our own university as an innovation we overlooked.

FRED JAMES
Principal
Yeovil College
Somerset

Letters for publication should be typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Economic fallacy

Sir - Mr Mike Kelly (*TES*, January 14) seems to have a vested interest in economics teaching and thinks that preserving an academic subject, however unsuited to the students' needs, is a means of preserving "standards".

His initial fallacy is applying Young's straitjacket to BEC. Surely Waller's dictum that power resides in subject matter so defined that others do not know of it, is more appropriate. I see nothing wrong with revisable modules suited to the needs of employers/students/employees and aimed at improving skills in business problem-solving.

Mr Kelly surely must be aware that it is many years since HNC (now TEC HC) gave CEI (Eng) status. The "Nationals", regardless of their subject orientation, are for technical and for very good ones at that.

The idea of the second class citizen is rubbish and the comparison with 11-plus amusingly inappropriate. At 11-plus there was an inappropriate assessment and on even more inappropriate allocation.

Nursery slope

Sir - Margaret Davies observes: "We have found it difficult to persuade colleges of our need for well-trained teachers able to cope with the demands of the inner city nursery school and class" (*TES*, January 21).

As a fourth-year honours degree student on an early childhood course at Derby Lonsdale College of Higher Education, I should like to state that our education lecturers

Freedom plea

Sir - I was interested to read the eminently sensible comment of David Hart (*TES*, Letters January 14) that further accountability cannot be expected of heads and governors unless they are masters of their own destiny. Certainly respon-

sibility without freedom is as unfair as freedom without responsibility and much more pointless.

DIGBY C ANDERSON
Director
The Social Affairs Unit
2 Lord North Street
London SW1

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RE Cook's tours

Sir - Clive Lawton (*TES*, December 31) seems to want to make me feel ashamed of having published a course for lower secondary schools about Christianity. He claims that the course misrepresents "Jewish teaching and thought". Dwen Cole (*TES*, January 7) feels that I should have published a course about world religions, claiming that "there is evidence that children can be introduced to a plurality of religions", that in history and geography we teach about a number of countries "apparently, without causing confusion", that the teaching of Christianity on its own could mean "a return to the kind of imperialist Christianity which provides the National Front with its theology".

I suppose I should say something in defence of Richard Hughes' Secondary Religious Education Course, and explain why I opted to spend a great deal of money in the production of a series which many advisers fear is setting an undesirable backward trend.

First, I don't believe that anybody has found a satisfactory way of coping with world religions of the lower secondary level. The Schools Council hasn't. The SHAP working party hasn't, and nor has Dr Cole. We're

Second, I believe that it is pedagogically unsound to spend the early years of secondary school cramming facts into children's heads. Dr Cole is decades out of date when he draws the unfortunate parallel between religious education, and the old way of teaching history and geography, in support of his "Cook's Tour" approach.

Third, and arguably the most worrying aspect of a concentration on Christianity is that, because it was born out of a rejection of certain aspects of Judaism, much of the gospel writing has an anti-semitic

Unmanly to care

Sir - I am alarmed by teachers like Dr Moran (*TES*, January 21) who presumably think it is perfectly all right to talk at nonsense about achievement but who are embarrassed by telling us nonsense about caring in schools. I suspect that, if they were honest, they would admit that they think "caring" is something sloppy, nay, even unimaginative, and certainly bad for achievement.

Would Dr Moran accept the following formula: "We put caring for

each and every pupil highest on our agenda but parallel with achievement to the maximum of each and every pupil's ability, which is axiomatic anyway in a good school etc."

I suspect not, because it is as loaded a statement as the one he quibbled. Isn't it becoming dangerously out of touch to say that schools are really only about achievement and that teachers are only teachers? As out of touch, say, as to aver that doctors are only there to dole out pills?

It seems to me that schools are going to be expected to provide more to provide the caring skills and teachers need to be trained to provide them. To say that schools can't happen is, in my opinion, to stick one's head in the sand.

JOHN WIGHTWICK
Headmaster
Dartington Hall School
Totnes
Devon

TALKBACK

Inadequate advisers?

DAVID RYDER

There was a clear demanding rap at the door. "Enter!" cracked the head's voice. "Please may I read you my poem?" asked the little moppet who stood in the doorway. "Of course, Stephanie," allowed the head, his rough tweed tones softening into flannel.

He turned to me, his eyes innocent behind his wide spectacle frames. "This, by the way," he breathed confidentially, indicating the child poet, "is a pupil."

It's funny how being an adviser suddenly wipes out all your former experience. No matter how many years you have spent forging your teaching skills on the mill of classroom experience, no matter how much time you have spent in positions of senior responsibility, as soon as you become an adviser, you are out of touch. Unfortunately, you are also in the spotlight powered by envy, resentment and suspicion and head teachers expect you to be able to teach at the drop of a hat, controlling unknown children in unfamiliar surroundings like a super Svengali.

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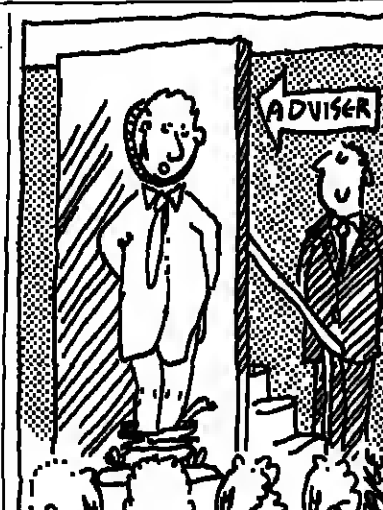
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When I was still wet behind the advisory ears, I walked into such a head's trap. "Ah," he said, "we're having a spout of hither with your subject since the specialist chappie left. Could you nip in and give our Adrian a little advice. He's trying to cope with 5 Remedial in a discussion situation."

I dutifully followed him into a humdrum, stuffy classroom stuffed full with hooded, bored Bover Boys and a couple of distant girls and then tried to make sense of a failing lesson conducted by a desperate probationary teacher. I ended up telling them all to shut up, sit up and copy the points from the board as I wrote them down. I bet that got some derisory laughter and scathing comment when recounted in the staffroom.

Occasional day

JOHN RICHARD

Good afternoon, colleagues. First of all, may I comment on the uniqueness of this occasion. This is the only half-day closure for in-service training that the authority has allowed since I became head here 16 years ago. That could be because I've never asked for such an allowance; you have always seemed so very competent to me, and still do. Since none of us helices we need to be trained, I must congratulate you on a splendid turnout. Almost everyone is here with only the following exceptions, all of whom have sent me their apologies.

Mr. Idle and Mrs. Dollittle are using this afternoon for the annual health and safety check. Miss Job, our new careers mistress has taken the fifth year girls to see *The Best Link*. Mr. Whorndale in Texas - in these difficult times we must leave no possible avenue unexplored. The home economics staff are, as usual, making tea and coffee for your refreshment after I have finished talking.

You are here this afternoon instead of in your classes because there has been some kind of edit from above. It seems that the DES have issued a circular 8/61 or 6/81 or some such number. Because of it, the Director of Education has instructed all head teachers to carry out a school review, as soon as possible. We are having this meeting so that I can explain what is meant by school review, in so far as I can understand it, and so that you can begin the process of providing the answers to a lot of questions.

The school review is part of the whole process of accountability. In it, the head teacher and staff set down their aims and objectives for the school and for all the components of the school and then try to assess honestly their success in achieving them. A document is prepared which is taken to the school governors. Who, I think, God, won't understand a word of it. It is also sent to the Director of Education. He, fortunately, will be much too busy with plans for school closures and further secondary re-organization to read it himself. I will, therefore, be delegated to a subordinate who will either not read it at all or

Some heads regard the visiting adviser as a sort of coffee companion, someone to moan at, an i.e.a. shoulder to cry on. Completely disregarding the adviser's responsibility to his CEO, the frustrated head will thrash about cursing all and sundry in his attempts to nullify a minor criticism in an HMI report. A new statistical demand from the county office brings about a paroxysm of fury and his raging account of how much time he spends in school leaves the adviser humbled, contrite and full of over-whelming sympathy for his over-burdened, unappreciated colleague in the field. At least, that's how he has to appear if he is ever to cajole that head into releasing staff for his next half-day course.

Of course, most heads would like to be advisers - Oh yes you would - because they would show you what an adviser should really be like. In other words, contemporary advisers are never my good because they are always judged by those who all have different needs at the one moment.

Advisers do enjoy a freedom from the daily school timetable, but they are slaves to the demands of more clients than they can really ever serve. They always feel inadequate because time, distance and numbers beat them every day.

The most popular quip from the head teacher is, "Hello, was it last year or the year before I last saw you?" That one really opens up the adviser's vulnerable nerve every time.

David Ryder is a local authority adviser.

will be too inexperienced to see through it. In any case the director won't believe a word we say about ourselves.

You all know what my view of accountability has always been. We are accountable to the children, and since nobody in his right mind would ask SC for an evaluation of our curriculum, we consult nobody.

There are two labour-saving approaches to the preparation of a school review report. The first way is to borrow a set of aims and objectives from a textbook on school management and claim to be achieving them in large part and submit plans for dealing with our shortcomings.

The other, and better way, is to take a rapid look at what we actually do, both as a whole school and as subject departments. We can then formulate our aims and objectives in a sensible, practical way. Since what we are doing is what we want to do with and for the pupils, it follows, since we are all men and women with the highest professional principles, that our practice is what we ought to be doing.

I've prepared some questionnaires for you in which I ask a large number of questions about the curriculum, as you perceive it, about departmental management practices, about pastoral care, classroom practice and so on. If you can stick to what I am asking you to do and do it as I say, we shall have a uniformity of response which the deputies should be able to cobble into a respectable report. That means, in particular, that those departments which habitually lose their creative imaginations on whatever I ask them to do - I refer especially to art, music and English - will have to make every effort to curb their natural tendencies.

Wherever you can make a positive response to a question please do so. If you can only make a negative response please don't bother. When you have completed all the questions look through your answers to see if any general principles about your work emerge. If they do please underline them in green. They are your aims. Then look for specific skills or points of success which you can measure objectively. Underline these in red. They are your objectives.

You will have one and a half hours of school time left. Some of you will not be able to finish the exercise, but that's all right. Could you please hand in your findings to one of the deputies. I shall be at the meeting with Mrs. Job.

Exchange of view

RICHARD MILLS

For five weeks nine-year-old children at two Birmingham junior schools, Pagnall and Watermill, a mile apart, exchanged information about each other and about their schools. The news they swapped ranged from the ordinary ("I support Aston Villa") to the more revealing ("My mum does not work, nor my dad and it is hard for my mum to pay the house bills"). They told each other about their homes and families and interests and pets; about their school's history, routines, rules, and teachers, and lessons; about their favourite diners (generally chips and beans). They exchanged paintings and drawings and diagrams and tapes. Twice a week the head teachers acted as postmen and ferried the material to and fro.

The enterprise culminated in a Tuesday when half the children from each class spent the whole day in the other school with their partners, and the following Thursday when the other halves had their day out.

This provided an opportunity for the children to measure reality against expectation: to see how another half lives and so learn more about how they live themselves; to meet their correspondents for the first time and be responsible for them; to learn the multicultural les-

son that different people in different places do things slightly differently. "You don't know what they're like," said one, "and that's exciting."

In different schools the children experienced an assembly; went to a music on route; did some cooking and pottery; and matis and a play clip. Barbara was bitten on the arm by the host huns and singing the experience, head and all, enjoyed herself. Joy had her crutches borrowed at play-time and straggled quipped up to try them out in the trials across the playground. Tom was twinned at dinner-time and called names. "Lanky..." "Lanky..." Derek found that his partner, Paul, had brought him squash and chocolate for break-time. Michele was out, for the first time, the antics of a pond skater.

Their two teachers, who have since become friends in the process, have been mounting the work: sending the letters in sequence; transcribing tapes; sorting out photographs and assessing the value of it all. But are convinced that writing for a wide audience over a period of time gives the children a sense of purpose and motivation that is often difficult to achieve. Both have noted an increase in empathy (as one child said, "I know I'm nervous, but I expect they will be, too"). But have been impressed and delighted by the social competence displayed and the sheer pleasure given to the children. Receiving letters became the high spots of the week.

Richard Mills is principal teacher at Westhill College, Birmingham.

when he was not there. That day I thought they had been good.

Many of the "problems" would never arise if relationships in school staff were improved. His school had been informed of the new structure; why it is arranged that way; what topics the student is covered; and what is expected of the student in terms of lesson preparation, practical work and teaching practice.

Practical work and teaching practice should go on in school staff about what is possible in terms of observation lessons and teaching timetable. This does not mean a limited degree within the echelons of both establishments and does the information get passed to those most closely involved in the school? Teacher training institutions encourage open interest in what the practising teachers should be more fully involved in deciding that is.

Most of the verbal interaction with students following the three-way discussion, possibly in three-way discussion with the student in terms of lesson preparation, practical work and teaching practice.

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FEATURES

Holding the front page

Local newspapers are encouraging schools to produce parts of their papers. Sara Parker looks at the benefits in one Burnley school.



Art classes gave way to design work for "advertising clients" and English lessons to "editorial meetings" at Towneley High School in Lancashire last year. The reason - to produce a four-page supplement for the local newspaper in the area, the Burnley Evening Star, and an invaluable lesson in life beyond the school gates.

The idea for a school's supplement came from the newspaper, but the teachers took it up with enthusiasm, seeing it as a way of involving the whole 11 to 16 age range and cutting across ability and subject boundaries. The work was spread over two terms and began with a display in the school on modern newspaper technology.

Nearly half of the 1,100 or so pupils worked on the production of the supplement in one way or another, and when material started pouring in, Alison Banks, head of English, handed over the editorial responsibility to one of her fourth year teaching groups.

"They were all CSE pupils, kids with no confidence, no ambition and limited career ideas," she remembered. "But as they got on with the project I found they were trying harder and setting their sights higher, and the standard of their work improved."

Initially, the whole group of 30 was involved for half a term and then a team of seven emerged, which volunteered to continue the work during lunchtimes and after school.

The work on the newspaper slotted in well with the existing syllabus for the newly introduced common 16-plus English examination. For the past two years, the teachers had been using newspapers as a method of improving reading and writing skills and increasing interest and understanding.

"English is about a wide range of skills, such as conducting an interview, writing a report, redrafting - all these are skills which must be practised and in making them interesting they need a real life purpose," according to Alison Banks.

She had felt for some time that the next step was to produce some kind of newspaper. She was, however, looking towards a publication which would escape the inspection of a school magazine, and the Towneley Evening Star - as the supplement was to be called - provided just the right project.

The idea had been put forward by the local newspaper editor as a way of strengthening

ties with the local community. He saw it as an experiment and the initial contact with the school was, therefore, informal and tentative.

"We had to be confident that the school wouldn't let us down," Peter Butterfield, the deputy editor, said. He was responsible for the project from the newspaper side. "But when I went for a meeting with the teachers, I found they were all pretty clued up and I came away feeling sure that it would work."

Such was his confidence in the school that after the initial meeting, the pupils and teachers were given a comparatively free hand. The only stipulation laid down by the newspaper was that the content should interest a wider public than just pupils, staff and parents.

In the end, the articles ranged from a front page story on vandalism and an opinion poll on nuclear disarmament, to an interview with the headmaster and a feature about the local youth theatre.

But the school was not only responsible for the editorial, its brief was also to take charge of the advertising. This four-week part of the project was handed over to a mixed-ability

fourth-year art class.

In the first week, they were visited by an advertising salesman from the newspaper who told them what was entailed and left them with a list of clients who had agreed to advertise in the supplement. Their job was then to visit the clients, find out what kind of advertisement they wanted and design it to meet their specifications.

The exercise was not, however, as straightforward as the careful planning of the newspaper had suggested it should be, since two of the 14 clients decided not to advertise at all and a couple of others were difficult over the design.

As Geoff Lambert, head of art, explained: "It had its pressures. The pupils had to go out and see people, come up with an idea and then sell that idea; and all to meet a deadline. I think some of them found the commercial world a bit harsh but I think the experience was good for them. It taught them that life outside was harder than in school."

One 15-year-old remembered: "I didn't know what I was letting myself in for. The first time I had to go and meet people outside the

school, I was terribly nervous but now I think I'll feel nervous in that situation again."

This new confidence and understanding is common to many of the pupils who took part in the project. For others, such as the medical class, it has also provided them with an opportunity to make a positive contribution for perhaps the first time in their lives.

The remedial class of a dozen pupils decided to interview the headmaster, and the teacher remembers: "The week was planned to be able to do something. They were all kids who had done things wrong in their life, and yet here was something which they could be valued."

Inevitably, there were also the disappointments - articles failed to appear, and one half page had to be axed because of lack of advertising.

There were also those pupils who had no effort to take part in the production of the supplement, although as one teacher said: "Even for those kids to see a piece of newspaper written by a member of the school will encourage them to take part in things in the future."

The Towneley Evening Star went to press on the last day of term. It attracted a good deal of interest and favourable comment, and both the school and the newspaper are looking to try a similar project in the future.

There is also talk of a regular supplement involving other schools - something which Reading Evening Post tried with primary schools last year - albeit not all that successfully. After the fourth supplement, they stopped, ostensibly because of lack of advertising, but deputy editor, Philip De Winton, admits: "They had begun to get a bit samey. There were too many pieces about school trips, little stories and poems."

The Post had been hoping to get some of the comprehensive schools in the area involved, but he said, "It appeared they were all too busy getting themselves educated to be interested."

It is an attitude which teachers like Alison Banks would condemn as short-sighted. "You may seem like wasting time doing a newspaper or other sorts of outside activities, but the long term these things are much more valuable than just sitting silently in a classroom, supposedly learning."

these learned to play from other teachers at the school. During the week, the school was there, the scattering of pupils in the school hall turned out to be the only pupils who were not involved in some kind of organized lunchtime activity.

"The lunchtime problem", so well-known to all head teachers, was the original impetus for what goes on at Wardle. When the school first opened it was housed in old buildings in the town, with no playing areas.

William Anderson, the first and present head, decided that if the pupils were not to be roaming-Rochdale at lunchtime, then they must provide a full programme of activities for them. It says a lot for him and for the effectiveness of his policy that he has managed to keep this principle alive and well, though the school is now housed in a new building on a roomy site.

Anderson, a mildly spoken man of many beliefs, has had over the years to learn how to justify his belief in music as a suitable school activity. Recently, though, and as can be seen from the statistics, he has begun to speak for himself. Musical provision, formal academic attainment have gone ahead hand in hand; vandalism does not; and people - pupils and teachers - positive attempts to get themselves together.

The lesson to be learned from the apparently very successful schools is that every comprehensive in the land should have five bands and a couple of choirs. The idea is that each school has developed a policy rooted in the needs and preferences of its pupils and also closely related to the neighbourhood. Rochdale, for instance, is right at the heartland of the brass band movement - 50 Wardle pupils play, but outside school.

It is just possible that a teacher who goes to a school his own cultural and artistic aid traditions, and embarks on the undisciplined task of firing up his pupils, the same things may be happening. What he ought to be doing is to find a direction and feel of the local culture and holding up the right balls to catch

Absence makes the heart grow harder

Truancy and bad behaviour are dramatically reduced when juvenile courts take cases out of the hands of the welfare services Jack Cross reports

Now go away and come back here in two weeks' time. If you've missed any more school without a very good reason you can bring a bag with your things - you'll be going away for a bit."

Dr Hullin, chairman of Leeds Juvenile Court, means what he says and the young people who come before him know it.

The Children and Young Persons Act (1969) empowers a local education authority to take proceedings in a case where "a child is not receiving efficient full-time education and appears in need of care and control".

Conventionally, British courts tend to deal with persistent truants by making a supervision order, handing the responsibility for their future behaviour to the social and probation services. In Leeds, under the leadership of Dr Hullin, the magistrates prefer to do the over-seeing themselves. Cases which come under "Care and Control: Education" are automatically adjourned, with "no order" being made. This means that the children and their parents have to keep coming back to court at regular intervals until the magistrates are convinced that school attendance, punctuality and behaviour have become satisfactory.

All the time, the threat of an interim care order - being sent to a local authority home for three or four weeks - is kept hanging over their heads. "We call it 'The Sword of Damocles'," says Harry Brown, the city's principal probation welfare officer, "and we're grateful to Dr Hullin for introducing it. In the old days of supervision orders the records of a lot of offenders got a damn sight worse than they had been before they were brought before the court."

It is all sounds rather harsh, it has to be said, but during the whole of one long afternoon the juvenile court sits four times a week and only two boys were actually put into care and that was entirely because of home circumstances and with the mother's permission.

But Dr Hullin certainly keeps the pressure on. A girl who has achieved a pretty good attendance record is still reprimanded for a single act of unpunctuality. A court officer is asked to inquire about a number of medical certificates covering a variety of ailments. One of them signed retrospectively. An East-End boy's health seems to have suffered from the stress of an evening job - "Sounds like he's got a job" - and laudatory inquiries are made in return.

The system has its small rewards. A boy is complimented for having got to school 52 times out of 58 sessions. "You see, that wasn't so bad, was it? Keep it up", and his period of adjournment extended; others are excused their next attendance. But bad behaviour in school is not contentment; to be suspended is considered "self-imposed truancy".

The adjournment method works, says Dr Hullin and he has the figures. National statistics are not available, largely because "truancy" is such a difficult term to define. It is estimated that, at any one time, something between 6 per cent and 8 per cent of pupils are not in school, mostly for perfectly legitimate reasons. People, including teachers, tend to count as truants only those children who "skip it", "play the hog" (or whatever the local euphemism is) without the knowledge of their parents.

A third category includes young people whose absences are known to and often covered up by their fathers or mothers; every authority agrees that condoned absenteeism increases dramatically in the final year of secondary schooling.

Dr Hullin became fed up with the supervision system back in 1970. "The magistrates never saw the children again until they'd committed some other offence and came before the court."

A third category includes young people whose absences are known to and often covered up by their fathers or mothers; every authority agrees that condoned absenteeism increases dramatically in the final year of secondary schooling.

The results were pretty conclusive. Before coming to court both groups had averaged 143 absences out of a possible 190. After their appearances, children on adjournment averaged 67 absences during the next comparable period, compared with 97 in the supervised group.

Their behaviour was better too. Those on adjournment showed a 20 per cent reduction in the incidence of such things as shop-lifting, glue sniffing and vandalism.

Nevertheless, the new system was not greeted with universal acclaim. The Leeds magistrates were accused of inactivity towards individual problems; of devaluing and bypassing an expensive, hard-working and caring social service. Other authorities preferred to prosecute parents under the Education Act, rather than bring children so often into

court. Is it, some asked, ethical to carry out experiments of this kind, treating children as if they were particles and not people?

Dr Hullin denies any comparison of his test procedures with the kind of double-blind trials carried out by physicians. "I'm not giving or withholding drugs, just seeing that the kids go to school, as the law demands... and what could be more 'caring' than seeing they get the education they need? It's natural for youngsters to test themselves against the system but the limits have got to be there."

The education welfare officer points out that they don't go to the law at the drop of a hat. A whole sequence of counselling and warnings (including an appearance before a panel of the elected members of the education committee) comes first. "At least half the offenders require no more warning than that."

In the event, after a further period of conflict, everybody concerned now cooperates in the new system. In 1979, the Home Office provided funds for a further research project. A study including 168 children, mostly between 12 and 15, set out to compare flexible adjournment (court reappearances over one, two, three and four weeks) with an inflexible programme, when they just come back once a month. The latter proved rather more effective, though altogether 111 of the 168 achieved the arbitrary "success" level: 70 per cent attendance - "actually in school; no excuses".

Other interesting figures showed up in the trials. The school attendance of the whole group improved by anything from 45 per cent to 60 per cent before they actually came into court. The threat was apparently enough.

Those who did very well after their appearance had dramatically improved (by up to 80 per cent) before their case was heard; in principle, at least, it may be possible to predict which children are prepared to come to terms with the system. In the early days an attendance record as low as 30 per cent was needed to "qualify" for legal action; even with this threshold raised to 55 per cent there has been an annual drop by 15 per cent of cases which have had to come before the court.

The attendance and punctuality of the control group (other "ordinary" children to the same classes as the offenders) improved as well, due to what Dr Hullin calls "the television detector van effect". Under the adjournment procedures for truancy, criminal prosecutions dropped from an average of one for every truant to 0.3.

All this appears in the report Dr Hullin and Dr Berg have just presented to the Home Office. It may have dropped, if not with a dull thud, with no more than a mild flutter in the dovecotes. The authors sense a fair degree of opposition, especially from those in the social service or welfare agencies, who see this combination of pragmatism and behaviourism as rarely encountered in educational, judicial or welfare circles.

The last paragraph, however, throws out a challenge. "Research has shown that truancy in both Britain and America is an important indicator of antisocial behaviour which occurs in adult life. A link between the two does not necessarily mean one causes the other, but the report ends with the claim: 'Anything which can reduce truancy and associated criminal behaviour in childhood and early adolescence may go some way towards reducing crime... The Leeds Truancy Research Project has begun the task of identifying effective ways of tackling truancy'."



Musical youth

Gerald Haigh looks at the backing given to music in two of the schools regularly appearing in the Schools Prom.

The red shirts and blouses worn by the boys and girls of two Northern Comprehensive have become familiar at a variety of school musical events, notably, the National Festival of Music for Youth and the Schools Proms. Holmfirth High School near Huddersfield and Wardle High School near Rochdale, just over the watershed summit of the M62, are both 11 to 16 schools making music a central motivating influence on school life.

Holmfirth, of course, is famous for its role as the setting for the BBC's *Last of the Summer Wine*. The school's pupils make occasional background appearances - watch for the red shirts - and its magazine is affectionately called *New Vintage*.

One upon a time Holmfirth was a woolen town, and though some weaving survives, it has really transformed itself into a middle class dormitory, attracting the kind of person who wants to live in a place with history and character surrounded by a welter of man-modified wild-scenery and within eye-shedding distance of even wilder fellsides and hillsides. Given this, and given the history of amateur music making throughout this region, it is hardly surprising that music is so much a feature of the town and thus of the school. See the town, and the school, and the pupils walking up the long hill from the one to the



other bearing their instrument cases, and all at once the magnificent choirs and bands which come from this place to grace the concert platforms of the south seem all at once quite proper and natural.

A look round the school confirms that music making here is no elitist activity. I watched a mixed-ability second-year class singing with skill and lack of self-consciousness, and I saw some 'lacker' children - just at what some would think the wrong age for school music lessons - grappling with a classroom instrumental arrangement.

"Which are we doing, Michelle?"

The Schools Proms take place in November but the 20 regional traditions begin in March 1983. They are open to the public and entry is free. Most of them last all day from about 10 am to about 6 pm and the venues are as follows: London: Tuesday, 1 March St John's Smith Square; Bedfordshire: Wednesday, 3 March Civic Hall, Abingdon; Derby: Thursday, 4 March Civic Hall, Derby; Derby: Sunday, 5 March S.E. Derbyshire College; London: Sunday, 6 March City Hall, Brighton; Southampton: Monday, 7 March Guildhall, Southampton; West Sussex: 8 March The Dome, Exeter; Friday, 11 March St George's Hall, Glasgow; Friday, 11 March The Mitchell Theatre, Newcastle; 12 March College of Music, London.

Sunday, 13 March Kenwood Boys' School, Princes Street, Leeds; Friday, 18 March The City Hall, Leeds; Saturday, 19 March St Andrew's, Leeds; Sunday, 20 March Abbey Grove School, Manchester; Sunday, 20 March Royal Northern College of Music, Birmingham; Monday, 21 March Civic Hall, Newcastle; Saturday, 26 March St Andrew's, Blackpool; Sunday, 27 March Colchester, Colchester; The Schools Prom is sponsored by Commercial Union, The Bank Organisation and The Times Educational Supplement and presented by Made for Youth, a non-profit-making company with charitable status in which the sponsors are joined by the Association of Music Industries.

For details from the National Festival of Music for Youth, write to: National Festival of Music for Youth, 100 Kings Road, London SW3 4AP. Phone 01 836

Snap, crackle and pop

E C Wragg tunes in to breakfast television

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VIDEO

Dance roots

the camera: follows the "fresh-
some" hopeful, some quietly
from the moment they first
look on the glass-and-concrete
temp, loaded down with ruck-
sacks and music centres, records,
bags and teddy-bears, through the
last week of their university career.
and a very full week it is too. Just
waiting for grant cheques (does

Beginner's luck

the doors in all those glass-fronted buildings and working out her timetable from the typewritten sheets posted in corridors. But at least she is in Liverpool, close to the Anfield Football Ground where, immersed in the Kop and despite her handicap, she finds a closeness and companionship which even hugger-mugger student life cannot match.

Real and imagined

NOW ON

A dangerous instability

Martin Fagg on the international use of force

The total impersonality of nuclear war will be as eerie as the desolation it leaves behind it. As Professor McNeill writes: "socialism achieves its highest expression in acts of heroism, self-sacrifice, and prowess. The bonds of solidarity among warriors are fierce and strong". However, the "technology of modern war" excludes against all the elements of muscular heroism that once found ex-

Professor McNell begins his survey with the Chinese—mid their long predominance from the millennium to 1500. No other nation has enjoyed so prolonged a 'paranourney in weapon innovation mid war expertise and to may be attributed that Chinese conviction of superiority to all other peoples that persisted through their decadence and is perhaps stronger again, after, than it is in any other nation.

between national governments and International
crisis; manufacturers, the author alerts the
reader to the peril of over-simplified moral
judgments. Their apparent preparedness to
sell anything to anyone at any time has made
merchants everyone's favourite, hogan-
men but is seen here as essential to their
remaining in business. For every Vickers
Armstrong, Schneider, Credson, Krupp and
Whitworth, the author

might-have-been sen-butlers, jamm
ubilitating triumph instead of a bad
Poller even had a contract guarantee
that sum plus handsome royalties, be
Admiralty seems to have had little com
tion in first renegeing on the contract and
compounding the injury by stealing the
hits of his design when substituting their
Professor McNeill's book design and
of valuable information

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some" hopeful, some quietly
from the moment they first
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together scenes of the University choir rehearsing Mozart, the first meeting of the ballroom-dancing club and a karate class; it conveys exactly the manic struggle to get in the swim and be as much a part of things as anyone else already seems to be.

Hugh David

NOW ON

VHS & DVD
 including
 The Rose Palace
 42 to the Moon
 Back Street
 Family Way
 61-63 1982

VIDEO

Derek Jarman's TEMPEST

by William Shakespeare
Starring
Toyah
Willcott
Heathcott
William

NOW ON VIDEO

ARTS

Fictional boundaries

Robin Buss on the NFT's drama-documentary season

As well as providing the opportunity to assess some milestones in television history, the current season of drama-documentary at the National Film Theatre in London should interest anyone concerned with film and film studies because of the questions of legitimacy and genre that it raises. As far as definitions are concerned, the NFT has wisely evaded the issue, putting together in the same cage such utterly different animals as *Coronation Street*, *Children and Three Days in Suez* in the hope of revealing affinities and cross-breeding among the species. If any distinction is to be made, it should probably be between "documentary dramas", like *Calvin Come Home*, which use fictional characters in a composite of "real-life" situations; and "dramatized documentaries" where actors portray real people to give us accurate as possible a reconstruction of historical events. But even here the lines are impossible to draw between fiction, "faction" and televisionism, and what most characterizes the genre seems to be its capacity for arousing anger, controversy and official displeasure.

Before unreservedly applauding anything on television that stirs the viewer from a state of morose apathy, it is as well to consider why drama-documentary should have this effect. A television programme on the General Strike, using jerky newsreels, commentary and interviews with surviving participants, and culminating in a studio discussion in which historians argue their various points of view, is likely to leave the uncommitted members of its audience feeling confused or vaguely educated, if they do not fall asleep before the final credits. But *Days of Hope*, which combined the techniques of factual reportage and drama to put across one man's interpretation of the strike events, engages the viewer's sympathies in a

much more insidious way. However much he is told that he is watching a "reconstruction of actuality", he will feel a sense of involvement and identification that is impossible to achieve with "straight" documentary.

Officialdom is well aware of our gullibility: at least one prominent civil servant used to belong to the Sherlock Holmes Society and took his pipe and deer-stalker to the Reichenbach Falls, though he was probably not among those who sent flowers to the funeral of Grace Archer or asked for a booking at the Crossroads Motel. The government, especially in wartime, has been only too pleased to use the techniques of documentary drama for its own purposes, in films like *Target for Tonight* (to show the season of British Oscar winners, on March 11). No wonder, then, if it daunts the television audience's capacity to distinguish shades of reality or judge when a "legitimate" extension of journalistic practice (eg re-running events for the camera or using actors to speak the actual words used by participants) becomes an unjustified distortion of the truth for propagandist or partisan ends.

Critics of drama-documentary who attack particular programmes rather than the genre itself, tend to be concerned mainly with the influence of fiction on the presentation of facts, or with television plays like *Calvin Come Home* and *Law and Order* which take over from the nineteenth-century naturalistic novel, drawing on factual documentation but using invented characters and situations to dramatize on aspect of social reality. Just as important, however, has been the effect of factual reportage on the techniques of fiction in such series as *Z Cars* and *Emergency Ward 10*, and the most interesting aspect of the debate is that it asks us to look

again at all forms of television and to recognize that truth and reality, history and actuality, are problematical areas. It is this, rather than the arguments about content, that makes Peter Watkins' films *Calvin* and *The War Game* classics of the genre because, by applying techniques usually associated with news reporting to events in the past and the possible future, beyond the range of the newsreel camera, he highlighted the tendency to confuse reality with what does come within the camera's range and to assume that "realistic" news reporting is a guarantee of some kind of unassailable truth.

All the films I have mentioned are included in the NFT season, though some of the earlier ones will have been shown by the time this article appears. Among those still to come are *Invitation*, the reconstruction of the Soviet invasion of Czechoslovakia, and *Death of a Princess* which caused a major diplomatic dispute with Saudi Arabia when it was shown in 1980. There will be a discussion on this between the two showings at NFT on February 26. The controversy around *Death of a Princess* and the whole question of the legitimacy and development of drama-documentary are discussed in an excellent British Film Institute dossier which contains articles by critics and directors presenting the case for and against the genre and discussing the making of particular films. However you choose to define it, and precisely how it crosses boundaries between fiction and reality which we may assume to be clear-cut, drama-documentary more than any other form of television can educate us to become more critical consumers of the medium.

BFI Dossier 19: Drama-documentary. Edited by Andrew Goodwin, Paul Kerr and Ian MacDonald. £2.50.



"Queen Victoria and Prince Albert," by Franz Xaver Winterhalter.

Pomp and ceremony

Kings and Queens. The Queen's Gallery throughout the year.

On July 13, 1851, Queen Victoria and her Consort, Prince Albert, put on Restoration costume to attend a fancy-dress ball at Buckingham Palace. Evidently amused, the Queen recorded her satisfaction in her journal and hung Winterhalter's oil-sketch of the occasion on the sitting-room wall at Windsor, an intimate reminder of a delightful masquerade.

For the cynic, most royal portraits are masquerades, more a display of the robes and status of office than penetrating studies of character, but for the sympathetic viewer they can reveal a great deal. If Victoria later became a stern and sober lady, at 32 she was only too delighted to don the silks and lace of her pleasure-seeking predecessor, Charles II, and spend an evening dancing with her guests, which hardly conforms to the caricature of popular opinion. Elsewhere in this exhibition we see kings and queens at sport and

play, and also as performers in elaborate allegories. Lady's portrait of Mary II when she was Princess of York depicts her as a crescent moon in her bow in her hands, her ground's nose almost touching the arrow she is about to shoot. Theatrical still is the famous oil of Queen Elizabeth I, opening dismissing the pagan goddesses, Pallas and Venus.

But even the cynic must admit that in the hands of a capable artist both sly and artful appear behind the protocol of a royal commission. Van Dyck's portrait of James II as king of Scotland, which, as with the pictures of James I and Charles II, is a masterpiece of royal propaganda, is a high art of its kind. It is a portrait of a man who, as Dr Graham Smith says, "was a very cruel man, often very cruel". This, in a portrait of a man who was a very cruel man, is a masterpiece of royal propaganda. It is a portrait of a man who was a very cruel man, often very cruel. This, in a portrait of a man who was a very cruel man, is a masterpiece of royal propaganda.

Baffling nation

The French. By Theodore Zeldin. Collins £12.95, 0 00 21606 5.

Relatively discovered Dr Theodore Zeldin when I came back to England after living in provincial France. Aynor, I thought, who had written this acclaimed five-volume history of France between 1848 and 1945 by such knowing titles as *Intellect and Pride* or *Anxiety and Prosperity* had, surely, come to grips with this baffling nation.

Dr Zeldin has now had another go at clarifying the confusion in our academic but highly entertaining and perceptive single volume on the contemporary French, their lives and how they see themselves. This, he says, was for him an investigation of human nature "and certainly is".

It is a delightful book, a light-hearted, informed and confident guide to the hearts and minds of the French. I found it particularly engaging because, at the end, one is not quite sure whether Dr Zeldin, authority that he is, actually knows his subjects or not. But that is very French, for they are tireless of themselves and they are sure either.

He includes France in his world, says, because the French have been willing to share their experiences with him, "warm and cold, witty, touching and ridiculous, beautiful and monstrous, serious and silly". What I think I have learned through my own experience is that they basically believe life is awful, whereas we mainly believe that it isn't so bad. Others are expected and dealt with as such - "c'est la vie".

So, what I found very familiar in his interviews, used to illustrate certain points, which, as with the French, turn out to be stories of their lives. There is a harshness to his recollections, hard times which he has not forgotten. A lot is learned from the French sense of humour - they laugh at each other, at their own selves. There is, as Dr Zeldin says, a "conspiratorial" quality to the French. This, in a portrait of a man who was a very cruel man, is a masterpiece of royal propaganda.

many examples of cartoons and strip cartoons, which have become the new French form of expression.

He is a mine of information, backing up what we might think we observe about the French and the way they live with facts. But his strength lies not so much in his analysis of The New France with her Institutions, education, culture and sociological set-up but in his ability to see beyond the superficial and stylized facade.

He has penetrated into that most sensitive of areas, the feelings, the emotions, the ideals of the French. It is only too easy to see them as a nation of happy families, eating and drinking and full of joie de vivre. It is not so easy to see the unhappiness that has come about with the materialism of The New France and the distress caused by the upheavals of Les Evénements of 1968, which have left their ripples on the pond.

The French do not have our respect or tolerance for the non-conformist. A common parental criticism is still, "Tu n'es pas comme les autres".

As he explains, the old structure of human relationships is still intact, for the French family has resisted assaults. Half of the population still live within 12 miles of their parents and divorce is still regarded as a tragedy. 1968 did not bring about The Great Divide between generations, but it has changed attitudes and it did mark those who were in their twenties then.

Zeldin helps us understand these subtle changes to French life. But the great change, he says, is that The Right to Be Different is respected more than it used to be. The French are learning to be nicer to each other.

Dr Zeldin begins with the premise that there is no such thing as a typical Frenchman, that he is a complicated mixture of paradoxes. However, he leaves us with an impression of Frenchness in a book that should become the best friend of anyone who shares his personal philosophy that no life can be full unless it has at least one small French element in it. The bibliography alone is a valuable asset to any student of modern France.

Jenny Rees

Children's literature

Flightless fantasy

Bellefleur and the No-Good Angel. By Ursula Moray Williams. Illustrated by Glynnis Ambrus. Puffin £4.95.

Ursula Moray Williams, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*. *Ursula Moray Williams*, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*.

Ursula Moray Williams, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*. *Ursula Moray Williams*, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*.

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Ursula Moray Williams, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*. *Ursula Moray Williams*, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*.

she is unsure of herself but that she does not belong at all in a world of television and cooch trips. Perhaps it is Ursula Moray Williams' secret awareness of this that makes her story, so that the dreadful Fogbeach family become crude caricatures where a need is felt for them to be characters. There are some engaging moments in the story, but I doubt if any of the little horrors Bellefleur endures across the road would carry for it very much.

I wonder, too, what they would make of *Mr Mullins Owns a Cloud*, whose main characters are an old Cornish sheep farmer, his wife and a cloud called Napoleon. This cloud, who has suffered demotion after a nasty episode with a cold front, is heavily anthropomorphized, and some of the difficulties he gets into are not clear; there are no children in the story, and a certain amount of background knowledge is required to get the full joke of how Mr Mullins acquires his cloud (a thunderbolt falls in his byre and a mysterious Mr Zeus reclaims it and gives him Napoleon's services for a year as a reward for taking care of it). There is a certain meditative slowness about the style which sorts well with the hill life it describes.

Ursula Moray Williams, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*. *Ursula Moray Williams*, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*.

Ursula Moray Williams, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*. *Ursula Moray Williams*, *Illustrated by Glynnis Ambrus*, *Puffin £4.95*.

BOOKS

Vastly complex beings

The Tidy House: Little Girls Writing. By Carolyn Steedman. Virago £9.95, 0 86468 321 4, £5.95, 326 5.

This is an extraordinary book: original, ambitious, fearfully documented, but for all that only fitfully erudite and loosely held together by a ramshackle structure always threatening to fall apart. It centres on a collaborative story written by three eight year old schoolgirls in 1976, also entitled *The Tidy House* and about the everyday life of some imaginary parents and children. The author, at that time a teacher, reproduces in this book along with a transcription of four hours of taped conversation between the girls as they were writing it. From this, she outlines ways of reading the story in the light of theories of linguistic development and then relates its main domestic theme to a discussion of how the children who wrote it take on the attitudes of their parents and society.

The second part of this study then goes on to consider the history of the publication of earlier children's writing, unearthing some fascinating examples as it does so. Next, the author compares how nineteenth-century working class children once used to talk about their lives, drawing mainly on evidence compiled by Henry Mayhew and other sympathetic observers. Finally, with an almighty wrench at the controls, since by this time we seem to have drifted well away from the pupils' original story, there is one more consideration of *The Tidy House* itself, as an example of how working class children this century attempt to construct, analyse and improve upon their own perceptions of themselves and their environment.

All this takes up just over 150 pages of text, plus another hundred pages of notes, appendices and bibliography, much of it printed in type so small as to be an act of cruelty to those of us still trying to read without glasses. But since children are vastly complex beings, it is quite proper that their stories - like their pictures, conversation or fantasies - can become the object of such ex-

haustive study. It would therefore be absurd to begrudge Ms Steedman the battery of theory she brings to bear upon a frail little story of just over 2,000 words. Yet although there are some interesting insights into the child-writers as the study proceeds, trouble begins when the author makes blanket assumptions about the material in front of her, especially when other interpretations seem equally or at times much more relevant. The three children, for example, are always discussed as examples of "the working class", but there are still personality differences between them to be reckoned with, not to mention ample evidence that whatever the social class, some parents have always brought their children up very differently from others. Again, the children are never properly considered as pupils in a school, and their relationship to the author is barely discussed. But the odd and rather charming "rude" passage in the story can surely only be fully understood in the classroom context in which it was written and giggled over.

Even so, the single-mindedness with which the author has set about

her huge self-appointed task is quite admirable, and this still remains a stimulating if navelgazing work for anyone really interested in children's writings. Some may find her own regular assumptions about the children limited and over-predictable, but this should encourage readers to offer alternative interpretations for themselves. And the amount of sources listed at the end of this study should be enough to keep any other would-be researchers busy for the next five years at the very least.

Nicholas Tucker

A Cleaner World by Sarah Allon (reviewed 21.1.83) is a Cambridge University publication, available in paperback at £2.95 and paperback at 85p.

A student edition of Roy Atherton's *Structured Programming with Cobol* (reviewed 21.1.83) is available from John Wiley at £6.90. Jonathan Dimbleby's review of books about Palestine, which had been scheduled for this week, has had to be held out for reasons of space, but will appear shortly.

Mathematics Books from HMSO

Mathematics in the 6th Form (HMI Matters for Discussion 14)

Traditional sixth form mathematics is being subjected to some strain and pressure because of recent developments such as information technology and computing which are increasingly being used by commerce and industry. This book, based on a survey of 89 sixth forms, aims to stimulate discussion of how the role of mathematics in the sixth form is to be seen in the light of these very far-reaching changes. ISBN 0 11 270531 6 244mm 52pp 1982 £3.50 net

Assessment of Performance Unit Reports

The Assessment of Performance Unit (APU) was set up in 1975, within the DES. It aims to provide information about general levels of performance of children and young people at school and how these change over the years. The following reports cover mathematics.

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ISBN 0 11 270553 7 246mm 152pp 1981 £6.60 net

Primary Survey Report No 1 (Wales)

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ISBN 0 11 270516 2 244mm 146pp 1980 £6.60 net

Secondary Survey Report No 2

ISBN 0 11 270517 0 246mm 126pp 1981 £6.70 net

Secondary Survey Report No 3

ISBN 0 11 270518 9 244mm 182pp 1982 £6.75 net

Secondary Survey Report No 1 (Wales)

ISBN 0 11 270150 4 245mm 63pp 1982 £3.60 net

Mathematics Counts

(Cockcroft Report)

The basis for practical improvement in mathematics teaching at all levels.

The report covers the teaching of mathematics with particular regard to the requirements of further and higher education, employment and adult life generally. It is hardly possible to over-estimate the importance of mathematics - and hence the importance of this report.

ISBN 0 11 270522 7 246mm 328pp 1982 £5.75 net

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Fortune's reverses

The Caucasian Chalk Circle. By Bertolt Brecht. February 2-3. Taunton Youth Theatre, at the Brewhouse Theatre and Arts Centre

Brecht's purpose, according to his friend, Walter Benjamin, was to reveal our circumstances in such a way as to astonish us. All the elements of drama, all the tricks of the entertainer's trade, must jolt us into realizing that the conditions of life are "made by men and open to alteration."

This dynamic sense of human possibility was conveyed with great spirit and panache by members of the Taunton Youth Theatre - over 50 of them - in Stephen Elliot's excellent production of *The Caucasian Chalk Circle*, at the handsomely converted Brewhouse in the centre of the town.

Against her better judgement, Grusha the kitchenmaid rescues the

Governor's abandoned infant in the advance of the Russians. Clare Hubbard's tender performance conjured, from the rag doll in her arms, a baby whose urgent need for food and shelter gripped the audience, while Tim Mitchell, as the pursuing corporal, huddled his luckless subordinate with a voluble conviction that his older spectators wince, as the young guffaw.

In a starkly ingenious set, the mighty war masks, and the throne, from which they were cast down, doubled as a gallows. Tim Mitchell's swift transition from one to the other, as Azdak the peasant judge, posed a hectic challenge to the familia moral order.

The music, vocal and instrumental, poignant and festive by turns, was composed and directed by Linda Fisk, and the message of Grusha's alternate assertions and denials of "ownership" - "He's mine. He's not mine" - was clearly summed up by Jennifer Everett as the Storyteller: "Everything should belong to those who are good for it: children to the maternal, that they may thrive, and the valley to the wretches that it may bear multitudes."

CTC tours

Director Bill Fridge, who look over as Artistic Director of Cambridge Theatre Company, is now leading a programme of discussions and workshops to accompany CTC's tours of classic plays.

The response from school and college parties at the five regular venues to which the Company tour (Arts Theatre, Cambridge; Warwick Arts Centre, Darlington Civic Centre, Scarborough; Surrey, and Towngate Theatre, Poole), has been so positive that this educational element is to become a regular feature of the Company's work.



Marion Glastonbury

we may add, theatres to young enthusiasts, that, in playing, they may discover their own powers, and, by interpreting the reverses of Fortune.

Through the spring two productions will be on tour: Noel Coward's *Hay Fever*, and Harold Pinter's *The Caretaker*, and there will be schools' workshops on *The Caretaker* at Warwick Arts Centre, Coventry, on March 17, and at Cambridge, on March 22-23.

Sessions will run from 11.00 am to 1.00 pm for a maximum of 80 students at a time and the fee of £1.00 per person includes a Workshop Pack of background material to the play and its productions.

Further details from: Margot Field, CTC, 3 Market Passage, Cambridge. Tel: (0223)357134.

Ann Fitzgerald

Black gold

Mary Seacole - Who? Jackson's Lane Community Centre, Ardway Road, London N6, January 27 and 28.

Multi-ethnic education in Haringey has concentrated much on the history of immigrant groups and individuals associated with the area. Joining in this, a study group for black girls was started in Highgate Wood School. They began to look at the life of Mary Seacole, and their instinctive dramatic flair must have made the project's inception into a play its natural fulfilment.

As in all the best educational ventures, one thing led to another: an art teacher wrote the script, the dance staff choreographed, the pupils being involved of every stage; the value of the project multiplying through the deepened understanding of living it out, and by presenting it to the local community. Mary was a Jamaican creole born in 1805. Her story of a lifetime's dedication to fighting cholera at home and overseas, and her discovery of a way to contain the deliriousness, is told movingly from the classroom, Jamaica, London, the Caribbean and presented by a multi-racial cast.

The drumming and dance sequences convey great vitality, the excellent timing and transitions, the balance between the humour of, say, the dialogue between Crimean

sulliers and the moving scenes of, for instance, Mary's mother's death, make the production a masterpiece of professional skill. The selected portion of contemporary music in Mary's exact period is a masterpiece of professional skill. The selected portion of contemporary music in Mary's exact period is a masterpiece of professional skill.

Ivy Lewis, in her performance as Mary, projects the character of the original with a certain authority. In her own performance, she seems to possess a certain authority. In her own performance, she seems to possess a certain authority.

The accompanying music, focusing on other past masters of the locally, now forgotten, and involvement of local musicians, the Crimean, extends the interest in the play and underlines the work Haringey are doing.

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EXTRA

ENGLISH AS A FOREIGN LANGUAGE

Switch on to English

Hugh David on the BBC's English language courses

"Follow me", grinned the young Chinese, clearing a way through the Peking Airport customs. "Follow me", Hugh Howse smiled. Until recently Head of BBC External Service's English By Radio and Television Department, he'd had similar greetings on visits to Mexico, Germany and various parts of Eastern Europe.

Beyond the confines of the BBC's Bush House in London, the phrase means little to us in Britain. Abroad, however, it is a different story. *Follow Me* - and actor Francis Matthews its presenter - quite simply means English in more than 40 countries. The phenomenally successful BBC English Language series is seen literally across the world. One hundred million viewers in China alone make it the country's most popular television series. The same programmes are also en-

thusiastically received by nine million Germans, six hundred thousand of whom have also bought the accompanying books. One grateful Norwegian viewer wrote offering a free holiday to any of Howse's staff watching *Follow Me* had so materially improved his career.

Now the BBC's General Manager of External Business and Development and responsible for selling the Corporation's programmes abroad, Howse remains keen to talk about the work and as he sees it the unending success of his former department. The Government's "incomprehensible" cuts in the BBC's Transcription Service which supplies original material to overseas broadcasting organizations still rankle - "The French would pay millions to have the best of their radio used around the world" - he is nonetheless proud of what has been

achieved in "the biggest English classroom in the world". Facts, figures and statistics of all kinds come effortlessly to his lips. Did I know that in 1980 the British Council had spent £13m on its English teaching programme and taught some 300,000 students? I confessed I didn't - nor that the BBC's English By Radio and Television service had all but broken even that year, receiving only £125,000 grant in aid, and had still had literally millions of students taking its various courses.

Follow Me is just one of a battery designed to cover the needs of everyone from prospective tourists to students, businessmen and even foreign doctors. Sixty hours of English lessons are broadcast from London every week on radio alone. Half are in English only, the other half go out in the pupils' own languages. One hundred and nineteen countries take English By Radio series (for which the BBC makes no charge) and re-broadcast them on their own radio systems. Demand is especially high in the Far East, although the programmes are also used for ethnic minority groups in Australia and the United States.

And radio is only half the story. Howse is quick to point out that his former department is now called English By Radio and Television. Although not broadcast from this country like many of the radio series, television series and the television components of combined radio and television courses are made for sale on video and sold through a separate publishing operation not connected with the familiar BBC Publications.

In addition there is an annual BBC English By Radio and Television Summer School. Run in London for three weeks every year and limited to 170 students (with no more than 20 of any one nationality English-speaking cliques) it is not surprisingly always vastly over-subscribed - last year there were four hundred applications from the Arab states alone.

Quite apart from giving students a more concentrated exposure to English life than is possible in any number of half-hour broadcasts and even the most carefully-made video cassette, the school also allows BBC External Services producers the opportunity to "test market" new ideas and get valuable feedback on existing material - a vitally important part of their job. Like any radio or television programme, broadcast English lessons are very easy to pick out of the on-off switch of television sets. Although foreign students often have pressing personal or professional reasons for wanting to learn English (in Japan even waiters must be able to speak the language) and are prepared to sacrifice a lot to acquire it, like any other students they learn more effectively from material which is appropriately pitched and presented.

For this reason Howse likes *English By Radio and Television* producers to be teachers first and foremost. He has found it far quicker and easier to make a broadcaster out of an imaginative teacher than

is to make a teacher out of even an experienced producer. Perhaps because of this, the courses I sampled were marked by an enterprising, lively approach which frequently made normal schools television programmes produced for "internal

tory commentary before the television material. And real English too. Francis Matthews, like the other actors used, he speaks clearly and distinctly but naturally, not with artificial enunciation. The vast



Diane Mercer as Anne Bolayn, a still from 'Follow Me'

consumption" look pale and uninspired. Even a simple piece of graphics in the first episode of *Follow Me*, a cartoon illustrating the relationship between "What's my name?" and "What is my name?" explained the function of an up-to-date for more effectively than any textbook I can think of.

One is the artificially slow, measured delivery ("This is - London. Here - is the - News") which used to characterize World Service broadcasting, gone too are the conjugations of verbs and all the other grammatical paraphernalia with which English students learn a foreign language. In their place English By Radio and Television lessons have well-scripted scenes, "documentary" snippets recorded on location in real shops, offices, streets and pubs and a slick, often genuinely amusing style. Illustrating this point, Hugh Howse played an episode of *Stay It Again*, a radio series which sets out to teach functional English at intermediate level through the stories of seven classic films. "Listen to this," he said, "I think you'll be surprised: it's *Goon Show* humour and Pinteresque repetition". It was too; and the presenter sounded just like Bogart in *Casablanca*.

The scope of *Follow Me* is even wider. A co-production with West German television, the two-year course is designed to bring students with absolutely no knowledge of the language up to the Council of Europe's "Threshold Level" of competence, when they should at least be able to make themselves understood in any normal situation. There are 60 fifteen-minute television programmes and another 60 radio programmes, together with associated books and sound cassettes.

English is the only language used in the programmes (although the Chinese added their own explanation of the six-stage course continued on page 31).

Hand-shaking optional

Challenge to Think. By Christine Frank, Mario Rinvolucri and Marge Bever. Oxford University Press. Student's Book £1.95. 0 19 453250 X. Teacher's Book £3.00. 0 19 453251 8.

Let's Talk About It. By Myrna Kayser. Harcourt Brace Jovanovich £5.80. 0 15 530585 8.

It Depends How You Say It. By Rita Haycraft and W R Lee. Pegasus Press £2.50. 0 08 025314 8.

Fictions and Fictions. By Michael Lamb. Pergamon Press. Student's Book £1.95. 0 08 028664 X. Teacher's Book £4.95. 0 08 28612 7.

One wonders sometimes whether there should not be a two-year moratorium in the EFL book publishing world, while the editors and authors think up some new ideas. The current obsession with "functional", "communicative", "real-life" English, while laudable in its intention, is woefully limited in its means of expression. De rigueur are, on the apparent assumption that the average adult foreign student has a mental age roughly equivalent to that of an English child of primary school age, a misconception that has long dogged the British in their view of other cultures. Once illustrated, these functional books launch off down the well-trodden path of encouraging students to hold forth realistically in the usual way - dialogues, problem

solving, interpreting newspaper cuttings, discussing things with each other. And all in the best possible communicative manner. There must arrive a time when the market will become saturated.

It Depends How You Say It, Let's Talk About It and *Challenge to Think* all do the expected and are all aimed at intermediate students. Of the three, *Challenge to Think* looks the most useful. It is divided into three sections: Speaking, Reading and Writing, and challenges students to resolve problems, play popular thinking games and to think creatively, the language being the tool they use to achieve these objectives and the teacher the language source. The book is student-centred in the sense that students work in pairs or small groups, thus liberating the teacher to wander about the classroom - another modish aspect of the functional approach. There are crosswords to solve, link blots to interpret, psychology questionnaires, role-plays, switch photos and switch sentences. In spite of these, the book is carefully planned and clearly presented and would probably be enjoyable to use from time to time in the course of a week's tuition.

Let's Talk About It is an American book that also sets out to get students talking about problems but in a somewhat less systematic way than *Challenge to Think*. Parts of it appear in large print, presumably because the editors think that foreign students suffer from poor eyesight as well as intellectual backwardness, and we have the custom-

ary picture to introduce each brief section. Students are invited to rearrange the life-styles of overweight girls who eat chocolates while reading fashion magazines, routine-ridden middle-aged men who are boring their wives to death, one movie star who is sexy but cannot remember her lines and another movie star who is also sexy and good at being in silent films but a disaster when it came to the talkies because he had a terrible voice. Frankly I cannot imagine many teachers squeezing much

about the correctness of the grammar that we forget to put feeling into what we say. With this in mind, the authors then aim to help students speak with involvement and expression in brief dialogues, and provide intonation contours to show them how to do it. Although primarily intended for elementary and intermediate students on the linguistic level, the book also contains some aspects to challenge the advanced learner and is accompanied by a cassette so that it can be used for home study as well. In short, then, a multi-level, all-purpose book. The trouble is one finds it hard to imagine being passionate in dialogue such as the following: "Adults on a station platform. Jane Parkinson: Hello Angela. Angela Brown: Hello. Oh, do you know Laura Andrews? Laura, this is Jane Parkinson. Laura: How do you do? Jane: Hello. This is Tom Atkins. Angela: How do you do? Tom: Hello. Laura: Hello."

NB Hand-shaking is optional. Even Vivien Merchant would have had difficulty extracting expression from lines like those.

With the caveat that it is mainly intended for home students of civics, politics, journalism and drama and therefore only of interest to advanced students of EFL, *Fictions and Fictions* is a much more interesting book than any of those mentioned so far and mercifully contains not a single picture. In order to attract students' attention, situations common in the media



millage from topics such as these. The book also contains a "mini-grammar" which is about as useful as the handsome silent movie actor with the rotten voice.

It Depends How You Say It claims that it doesn't matter so much WHAT we say but HOW we say it and that when speaking foreign languages, we worry so much

Comic-strip story

Easy Said. By Jon Blundell. Oxford University Press £1.95. 0 19 431166 X. Cassette £4.50. 0 19 431167 5.

A comic-strip story of two reporters on the trail of a smuggling gang, this book



presents a separate function or situation in each of 37 units. Student practice of key phrases in a unit is prompted by further pictures and gaps to fill. The story dialogue is also on cassette so that students can listen to stress and intonation already available. Made in a cassette format, the book is intended for learners from elementary level upwards, for use

on their own, in a language laboratory or in the classroom.

The illustrations are clear and colourful although facial expression and gesture are unsuitable. Visual clarity contrasts with confusing verbal material. Functions and situations have to accommodate the story and there is then a abrupt transition to the everyday contexts of the non-sequential picture cues in the exercise. It is difficult to transfer from these back to the story dialogue to complete the given phrase. For example, in Apologising, the story gives us:

"I really must apologise, Pet, but I work for the British Police." The exercise requires the student to complete: "I'm really, for being late."

Unfortunately the story prevents selective use of the book by students and teacher for consolidation of basic phrases. The illustrations allow some exploitation by the classroom teacher but it is a pity that more generally useful vocabulary is not introduced through the story dialogue.

The idea behind this book is ingenious and the format will have particular appeal for younger students. The idea also, regrettably, makes the material inflexible; though reasonably entertaining, the story is limited and does not lead on to adequate opportunities for students to practise functional and situational phrases.

Vivien Barr

from previous page
an intermediary company to the students and linking it to a series of exercises on *Women in Fiction*. Technologically too there is no team will try anything. The English By Television department can already produce its video cassettes and is beginning to think hard about the potential of the video disc

and direct satellite transmissions. Experiments are also in hand to see what can be done with home-based computerized learning.

"We can't stop now", Hugh Howse concludes. "We've got so much experience in this country, going right back to colonial days. And we do make the best English teachers!"

Hugh David

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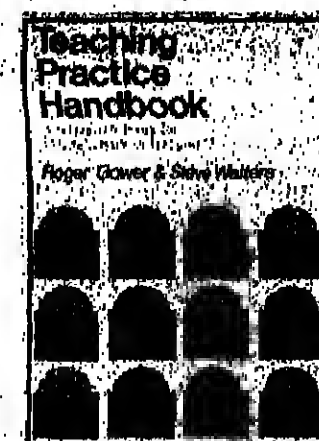
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Tempo: An English course for schools. By Maurice P. Mason and Brian Bomber.
Oxford University Press. Tempo 1 Student's book 019 433670 0. Teacher's book 433671 9. Tempo 2 Student's book 433675 1. Teacher's book 433676 X. Tempo 3 Student's book 433680 8. Teacher's book 433681 6. Student's books £2.40 each. Teacher's books £3.50 each.

Tempo is a new EFL course for 11 to 15-year-olds learning English in their own countries. A teacher approaching any language course wants to know: Is the language well graded? Is there enough practice for the learners to master the language taught? Is the use of language realistic? Are all four language skills developed - listening, speaking, reading and writing? Is it interesting and attractive, both to learners and to teachers? What are the answers in the case of Tempo?

To the first question, a firm "Yes". This course has a carefully graded structural progression. The emphasis shifts, too, from control of structure, which is all-important at beginners and elementary level, to a more varied approach in the later stages. Regular revision units help to consolidate learning.

The amount of practice provided is less satisfactory. Here an opportunity seems to have been missed. The teacher's book could have sug-

gested further practice to ensure mastery of the language taught. In fact, after a useful short introduction, they are largely confined to methods of using the material in the student's books. The guidance given is aimed at inexperienced teachers and is clear and helpful. But it is inexperienced teachers who need ideas of what else to do, and these are lacking.

The language presented is realistic enough, after the minor hiccup in the first lesson where the teacher is advised to feign amnesia, saying "Am I Kenzo?". But learners could have been given more experience of language being used for a variety of purposes. And even in the early stages, learners could relate English not only to the characters in the book but also to situations familiar to them.

One of the strengths of the course is its orderly arrangement, with each unit divided into: A - oral presentation and practice, B - reading, C - writing, and D - varied approaches. (Though after three years, both learners and teachers might be finding this a bit monotonous: it's Wednesday, it must be writing! But it is disappointing that the writers don't really give value to listening and reading as skills. The learner listens to the teacher, of course, so new language is presented orally, but as far as one can tell from the books, the taped material consists entirely of material printed in the

student's book. So the learner senses is given no experience of understanding native speakers by listening. Similarly, much of the material is intended to read to the material to reinforce their mastery of English rather than anything to do with a skill of reading as presented by English speakers reading English. This is particularly disappointing in the first lesson where the teacher is advised to feign amnesia, saying "Am I Kenzo?". But learners could have been given more experience of language being used for a variety of purposes. And even in the early stages, learners could relate English not only to the characters in the book but also to situations familiar to them.

Clare H...

Beginners, please!

Start Here. By Janet Hooker and Hilary Smith.
Mary Ginsow. Student's Workbook £1.50. 86158 131 8. Teacher's Guide £1.50. 88158 1342. Cassettes £5.00 + VAT

There is precious little material for young beginners on vacation courses, a lack that often leads to false starts, and resultant frustration all round. *Start Here*, designed for 10-13-year-olds, combines very clear presentation with a controlled progression of structures and ample opportunity to practise them.

The accompanying tape provides reinforcement through a number of different voices, although it is often necessary for the teacher to control the time lapse between "Listen - Repeat", the pauses being rather short.

The nature of the vacation course being what it is, it often falls to the less experienced to "look after the youngsters". The teacher's guide is invaluable as a source of games and



diversions as well as instilling good teaching technique. However, both the new and the experienced will undoubtedly appreciate the "Handwriting" section at the back of the book, aimed at those not familiar with the Roman script - recognition of, and action on a serious problem at last. These exercises may be photocopied for classroom use or as homework - assuming there is no need to a copier.

The student's book, if it is to be kept, has ample room for completing written exercises, thus providing

a record of the work completed.

On a more negative note, the appropriateness of the vocabulary is somewhat doubtful. Although the topics ... are those which have been shown to be of heavy reliance for structure on "the mouse", "the party", "the cat" and so on is not suitable for today's sophisticated 12 to 13 year olds. The brighter student will also find so much reinforcement of the exercises rather tedious.

The more independent work needs the inclusion of a wider range of social situations such as a telephone call or a letter. The importance of sport and recreation should not be overlooked. And you'll note that there isn't a single dropout.

The correspondence part of the course is made up of eight units sent out to participants from October to May. Each unit consists of a book and a cassette prepared by Tim Lowe and a team of occasional writers.

Wilma

Classroom models

The English Teacher's Handbook. By R. V. White.
Harrap £1.50. 0 245 53927 1.
Using the Overhead Projector. By J. R. H. Jones.
Heinemann Educational £2.95. 0 435 28972 1.

R. V. White's *The English Teacher's Handbook* is the latest in what has been in the last few years a steady stream of introductory guides to the teaching of English as a foreign language. The distinguishing features of this particular volume are its brevity and simplicity and these are presumably intended to be its main selling points.

According to the preface, the book is intended "as a simple introduction for teachers who are unfamiliar with the field". The notes on the back cover, however, see it as providing "a sensible, useful advice for teachers, and more experienced teachers, of EFL". A reasonably well-informed practising teacher is unlikely to learn much from its pages but as a concise introduction for trainees and teachers moving to EFL from another discipline, the book has much to recommend it. It presents a brief overview of previous work, and then, to the

teaching of EFL and follows this with a longer section on what the author terms "current preoccupations". These include the recognition in language learning of different kinds of meaning (referential, notion and functional), and of the concept of linguistic appropriacy, the use of authentic materials, and methodological concerns such as information gap and improvisation. The initiated will find this discussion clear and admirably simplified but I feel the intended readership might appreciate a more conscious distinction between matters of content and matters of methodology.

The section on "current practice" focuses mainly on the teaching of the four skills - listening, speaking, reading and writing - with additional coverage of vocabulary teaching and testing. The three remaining sections discuss questions of organization and management (where I find it odd that "grammar" is treated as a topic parallel to "lesson planning" and "classroom management"), audio-visual aids and the use of dictionaries. Ultimately, perhaps, the book's main merit is its lucid and general procedures but in the cause of conciseness omits fully worked-out examples to illus-

trate the integration into a lesson of all the various aspects of teaching which the author includes. Such examples, I think, have provided the teacher with a useful model of good classroom practice.

Another down-to-earth section is *Using the Overhead Projector* by J. R. H. Jones, the eighth in the series in which each volume covers one aspect of the teacher's work. As you would expect, it contains much useful information about the preparation, use and maintenance of the associated software. The ideas are, on the whole, sound, but I was particularly struck by the author's suggestion to see the author's "mini-preparation of visual aids" in good idea, for example, in hours copying illustrations to appear in a textbook. Much of which will not only serve the purpose but be reusable in contexts.

Mike

Loneliness of the long-distance learner

Susan Norman on a correspondence course for EFL teachers

No one's very happy with the name. "The International House Royal Society of Arts Further Education Certificate in the Teaching of English as a Foreign Language for Adults Correspondence Course" is a bit of a mouthful by anyone's standards and it still does not manage to convey the special nature of the course. It is a one-year teacher training course by correspondence which is specifically designed to prepare teachers for the RSA Certificate examination held each June. One of the conditions for sitting the exam, apart from having "substantial" TEFL experience, holding a degree or teaching certificate and being over 21, is that candidates must have followed an approved course of study. The RSA, quite rightly, has strict requirements for the result, although there are recognized courses abroad, they are not necessarily conveniently placed for all prospective candidates. As John Haycraft, co-founder and Director General of International House, says, "The system has always penalized people for teaching abroad." And abroad, after all, is where a lot of foreigners hang out.

The course was originally one of John Haycraft's many brainchildren in 1979. The following year the idea was picked up by others at IH London and Jim Lowe, now the Correspondence Course Director, started writing materials. By July 1981, 20 units were written and the first course was underway, with 20 teachers from 11 affiliated schools in Spain, Italy and Portugal. The course is now in its second pilot year and the 18 participants (from a possible 28 places) are all from IH or British Council Schools.

In fact, both courses could have been filled, but prospective candidates have to undergo a stringent screening process which results in about a third of the applicants being rejected. The rigorous pruning has paid dividends though. The exam pass rate for the course last year was 80 per cent (16 straight passes with three candidates referred in the second session and the other, according to RSA files, "not yet ready"). Compared to the average pass rate in this exam of 50 per cent and even, they're not doing too badly. And you'll note that there isn't a single dropout.

The correspondence part of the course is made up of eight units sent out to participants from October to May. Each unit consists of a book and a cassette prepared by Tim Lowe and a team of occasional writers.

who are all teachers at IH London. Each unit covers one or more areas of the RSA syllabus, but it is not a modular course. Tim Lowe stresses that it is "linear and cyclical". In the best EFL traditions, and "builds from practical foundations to a fairly sophisticated theoretical level". While the course is in its pilot stage, it is being revised each year to take account of problems and the comments candidates are encouraged to send in at the end of each unit. One factor which did emerge in the first year was that candidates were spending up to twice as long as the recommended six to seven hours per week on the written tasks and essays and the necessary background reading. Apart from other improvements, the course is being slightly pruned for future years.

What makes this course special in Tim Lowe's view is the high level of practical work which is possible in a "correspondence" course (hence the disaffection with the name) and the "true integration of theoretical and practical considerations" which he thinks is lacking elsewhere.



The practical element is achieved through a compulsory two-week orientation course at IH London in July or August. This introduces participants to certain linguistic and methodological considerations, but more importantly it trains them in study skills necessary for long-distance learning. The lynchpin of the course though is the system of local supervisors. At present each local supervisor is an IH Director of Studies or teacher trainer of proven calibre who is familiar with the assessment procedures. Their job is to supervise and help the candi-

dates' practical teaching by sitting in informally as often as is necessary as well as carrying out three official TP assessments. They are also expected to arrange tutorials and seminars to encourage discussion of issues relevant to the course (an unexpected benefit, incidentally, has been the improved staff relations in participating schools which extends even to non-participating teachers). It is the local supervisors who make the whole scheme possible and it is they who are potentially the weakest link in the chain, particularly when, as is planned for the next course beginning this July, the course is made available to teachers outside the IH/BC network. From a purely financial point of view, up to now, the initial briefing session for supervisors in London has been linked to the IH Directors of Studies Conference and their supervision of candidates has been viewed as part of their overall responsibility as IH staff. Are other organizations going to be as generous with their time and money?

Speaking of finance - the course will cost participants this year £410 (still very reasonable considering that the IH charge for an eight-week full-time RSA Cert TEFL course is £400) which includes all materials and tuition costs. On top of this participants (or their sponsors) have to find their fares and the price of accommodation in London for the orientation course, plus the RSA examination fees (currently £60) - and if they are really off the beaten track, the cost of flying out an RSA examiner if one is not locally available. Many candidates will think this money well spent when they consider how many employers now require the RSA qualification. And they don't have many alternatives. IH are not likely to have too much competition in this field. How many other organizations (apart from the British Council, and they've thrown in their lot with the IH scheme) have the necessary international network, the experience in teacher training and the wide range of adult students on tap? IH now has 39 affiliated schools from Buenos Aires to Singapore, and some thousand or more teacher trainees pass through its doors in Piccadilly each year. And the cost of setting up a scheme like this is not to be sniffed at either.

Although the scheme is still in its probationary period, everyone seems well satisfied with it. The results are well above average; IH are clearly delighted with its success; Hazel Orchard, the RSA's Senior Secretary for Teacher Training and

Language, shivered as she spoke of it, but only because she was in the frozen north of England - her words were warm enough; and the report by Hilary Rees-Farnell, appointed by the RSA as an independent external assessor, contains not a word of criticism. Everyone is aware that the scheme is fraught with potential problems - the vagaries of the post, the loneliness of the long-distance learner, the difficulty of supervising supervisors - but so far the course team have taken all these in their stride and are, cautiously, preparing for the next step. However, even though "the RSA have applied a more rigorous monitoring process to the Correspondence Course than to other RSA Cert TEFL courses" (I quote from Mrs Rees-Farnell), they will not allow it to compete on equal footing in the open market. It may only be offered to candidates abroad who would otherwise be unable to follow an approved course. According to Brian Bettany, the RSA's Assistant for Teacher Training, if four or five people in the same area wanted to follow a course, a local centre would be expected to set one up - despite the RSA's demanding requirements and the not inconsiderable expertise and finance needed. There are quite a number of people in Britain too who for personal or professional reasons would find it difficult to follow an existing course for whom the Correspondence Course might be a feasible alternative. When I raised this possibility Brian Bettany could only repeat the RSA Board's official view and Tim Lowe declined to comment. IH obviously want to

improve their walking pace before they set off at a run, but presumably they have some hefty costs to cover and opening up the market would be in everyone's interests.

I have no first hand experience of the "correspondence course" and I should have liked to talk to a participant to get a view from the other side, but the materials I have seen certainly lived up to my expectations. Like so much in EFL, the course is an interesting blend of innovative curriculum design and sound commercial considerations. Money isn't necessarily a dirty word, though, and while the rest of the educational world is tightening its belt, EFL is once again breaking new ground.

The most exciting thing from my point of view is that, despite the long-distance nature of the course, it is firmly located in the classroom and develops in conjunction with the teacher's daily practice. This is what all teacher training should be doing but so often is not. This, of course, reflects the practical element in the examination - for which the RSA are to be commended. Since teachers (and teacher trainers) in the best of circumstances can only provide a situation in which learning can take place, perhaps this course is a logical step working on the principle that the responsibility for learning lies with the learner. But can the motivation really be sustained at long distance over a period of time, is the teacher presence really that dispensable? It will be interesting to see whether the momentum continues once the initial euphoria has worn off.

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R R Jordan on study skills

The post-Second World War era has seen a number of changes in the teaching of English as a foreign language, but probably most of them have taken place during the last 15 years. There has been a general trend towards putting more emphasis on the spoken language and, more recently, on the use of authentic materials, particularly in relation to functional language teaching. Coupled with this trend has been a growing awareness of the need to investigate and cater for the actual language needs of the learner.

One of the developments has been in the growth of English for Specific Purposes (ESP), allied with attempts to provide tailor-made courses with materials highly relevant to the learner's needs. One of the branches of ESP is English for Academic Purposes (EAP), often referred to as Study Skills.

There is, of course, nothing new about study skills in the general academic context: students often make use of them in their mother tongue. However, it is in their application to EFL teaching that considerable progress has been made since 1970. It is pertinent here to ask: what exactly are study skills? This is best answered by looking at the study context or activity and then analysing which study skills are needed for it.

If we start with lectures, we can see that students need to listen and understand, take notes and perhaps ask questions for clarification or information. In seminars or discussions students need to listen and take notes, ask questions, state their views (agreement and disagreement), and, perhaps, initiate comment, with or without the benefit of notes. For students' private study they need to be able to use a library and reference material efficiently. This involves using a library cata-

logue, finding information, and often using a dictionary - all as quickly as possible. In addition, they need to read efficiently, which means skimming, scanning and taking notes. For essays, reports, dissertations and theses, students need to structure their writing appropriately and to be able to write continuously in an academic style. Finally, for examinations, students must be able to analyse the questions, select the necessary information from their memories, organize the answers and to write quickly in a given period of time.

From this summary of study skills it may be surmised that the conventional distinction of the language skills of listening, speaking, reading and writing, into receptive and productive skills, becomes blurred. In fact, a study skills approach to language teaching involves integrating the language skills. Thus, the study skill of listening and note-taking in lectures necessitates the use of the receptive language skill of listening combined with the productive skill of writing. Similarly, giving a paper in a seminar involves initial reading books and articles, writing notes, reading the notes, and speaking. It may also involve listening to comments and questions after the talk and trying to answer them.

There are three main reasons why a study skills approach has been adopted on English language courses in a number of educational institutions, especially in some British colleges and universities such as the Universities of Lancaster, Leeds and Manchester. Firstly, there is the growing realization that not all overseas students have, in fact, an ability in their mother tongue to use study skills for academic purposes. For example, in some countries, and in some languages, students have not developed any system for taking

notes while listening to lectures. In other countries the cultural traditions forbid the asking of questions of persons in authority. In addition, students whose mother tongue is not Latinate probably have difficulty in using an English dictionary efficiently.

The second reason is an awareness that study skills in themselves can provide a sense of purpose to language practice. A student who knows that he must study through the medium of English is likely to be reasonably well motivated by language practice that involves the use of the same study skills that he will need for his studies. The third reason is the common thread that study skills provide for students from a variety of backgrounds who are or will be studying a variety of

order to sustain the initial motivation of the study skills approach. If the subject-matter is highly specific in one academic discipline only, then obviously that will become an ESP course. But if the students are from mixed disciplines, there are at least three themes that may be adopted.

The most neutral theme is that of study skills themselves. In other words, each unit of material is concerned with explaining, exemplifying and advising on a particular skill. For example, students may be asked to listen to a taped talk which is about the difficulties of understanding spoken English and of note-taking. At the same time, they may have to take notes on a guided note-taking sheet which contains a number of language cues from the talk. When the sheet is completed, the students have a summary of the talk. Although this approach is generally satisfactory, it is possible that it may become rather dull after a while.

Another possible theme, suitable for students attending study skills courses in Britain, is information about the country itself. This can be very informative for the students and may contain a mixture of material about institutions, customs, traditions, way of life, etc. A disadvantage is that the nature of the topics tends to preclude discussion or different points of view.

A third theme may be issues of international importance: these may include such topics as poverty, energy and power, pollution, disarmament, etc. These do allow for a variety of points of view but there is a tendency for them to be topical with the consequence that students may be familiar with them and thus bored by them.

There is mounting evidence of the need for study skills courses. In

1973 a report from the North East London Polytechnic, 'The Communications Problems of Overseas Students in British Technical Education', drew attention to the need for providing overseas students with some study skills help. In particular, the tapping of lectures and provision of assistance with note-taking were then several British universities and colleges have looked closely into the needs for, and provision of, study skills courses. During the last few years the number of such courses has grown, both in-session and pre-session, in 1981 over 500 graduates arriving for a Pre-Session Intensive English Course at Manchester University were asked what kind of emphasis they would prefer on the course: 71 per cent wanted study skills approach, while the remainder were equally divided between an ESP or a social English emphasis. In the summer of 1981 a survey among faculty staff at the University of Petroleum and Minerals, Dhahran, Saudi Arabia, reported in their magazine *Arabia*, that reading was the most important English language skill for students, especially the efficient reading of textbooks. This was followed by listening, and in particular the taking of notes in lectures.

Acknowledgment of the importance of study skills in EFL comes from two prominent sources: first the British Council, and secondly, British ELT publishers. Since 1980 the British Council has used the ELTS test abroad in order to test students' English before they proceed to study in the UK. One of the sub-tests used is a study skills test. More publishers are now producing materials aimed at the study skills market, for example *College Study Skills for Learning*, Nelson, and *Reading and Thinking in English*, Longman.

Reading and Thinking in English

in fact little stylistic variation. Judging by the initials in the transcripts, many of the interviews were conducted by one of the authors. If that is the case, one might quibble as to whether they are truly authentic. The language appears to be pretty spontaneous, though, and certainly contains a plentiful range of performance variables. The interviews are nearly all long, but are only occasionally divided by the authors into sections.

The main function of the seventh assignment in each unit is to give the learner rather more overt practice in examination technique. This may be an exercise in grammatical manipulation, a vocabulary test, or a set of multiple choice questions on one of the reading texts or the interview. Every fourth unit also has a photograph of the kind used in oral examinations.

I have two main criticisms of *Assignments Advanced*. The first is that it has no clearly defined teaching strategies. In a course which claims to develop study skills, for example, I would expect some attempt to familiarize the learner with different types of reading skill and to provide appropriate texts and exercises to practise them. I would also expect some guidance on note-

taking from written and spoken sources and on how to collate these notes into a piece of writing. Secondly, the writers rely heavily on the topics to sustain



student interest. To increase the chances of success, a course needs to provide activities which motivating in themselves. In *Assignments Advanced* the learner is often instructed to read, listen or discuss to no particular purpose.

Mike Beaumont

Among contributors to the Extra:

R.R. Jordan is lecturer in Education and Tutor in English to overseas students, Department of Education, University of Manchester. Mike Beaumont and Paul Barry teach in the English Language Unit in the Department of Adult and Higher Education, University of Manchester. Donald Hayes is Head of the Department of Language and Linguistics, Polytechnic of North London. Susan Norrison is the author of several EFL books, including *The Business English* (Longman). Paddy Bostock is a lecturer at the Polytechnic of Central London. Vivien Barr and Clare Fletcher teach at Harrow College of Education. Ray Arthur is the Director of ARELS.

More EFL reviews appear on page 29

Icing the cake

Streamline English: Destinations. By Bernard Hartley and Peter Vince. Teacher's edition £5.00 19 432242 4. Pupil's edition £2.95 19 432242 6. Workbook A £1.25 432237 8. Workbook B £1.25 432238 6. Cassettes £8.00 plus VAT for three. Oxford University Press.

Crossroads. By Michael Hinton and Robert Marsden. Pupil's edition £2.75 17 555402 1. Cassettes £18.00 plus VAT for three. Teacher's edition to be published in April. Nelson.

Springboard 1. By R Boardman and Sio Di Giullonaria. Teacher's edition £2.95 19 432971 2. Pupil's edition £2.95 19 432970 4. Cassettes £12.00 plus VAT for two classroom tapes. £6.00 plus VAT for pupils. Oxford University Press.

English for Life 1. People and Places. By V J Cook and P Chambers. Teacher's Guide £1.50 08 024606 0. Pupil's book £2.25 08 024564 1. Workbook £1.50 08 027231 2. Set including cassette £6.00. Pergamon.

Crossroads and Destinations are both courses designed for intermediate level learners, the former for students who may or may not be taking Cambridge First Certificate; the latter for students without such aims. *Destinations* follows on from two others in the *Streamline* series, and owes much of its format characteristics to them and the family of "direct method" approach courses. *Crossroads* belongs to the examination course genre but has not been completely swamped by examination "backwash" as earlier paper-based textbooks. In offering a higher percentage of teaching than testing material it provides a welcome alternative.

Destinations is a more lavish set of materials. While both courses have teacher's and pupil's editions, *Destinations* has more tapes, and a workbook and is a showcase for almost every form of visual known to ELT man. On balance, unfortunately, the function of the visuals here is to ice the language learning cake rather than to work as an essential ingredient within it. By contrast, the more modestly-monochrome visuals in *Crossroads* are better value for money, for they lead to far more language. The format of the *Destinations* teacher's edition, teaching notes interspersed with pupil's material, is more convenient for teachers than the two book format of *Crossroads*. The print size of the *Destinations* notes is, however, less convenient for a quick reference by the working teacher.

Established routines, underpin what happens in much of the 80 lesson units in *Destinations*; teachers might, however, find it frustrating not to know why the routines are adhered to. The following skills cycle is fairly standard: (1) listening (texts masked); (2) silent reading (same text); (3) comprehension questions (4) pairwork; (5) dialogue (dialogue, aloud). The teacher finds in the introduction that the writers' first principle is the maxim that people learn to do something by doing it. To listen by listening, etc. but the first principle seems contradicted by the standard practice, for people, in fact, learn to listen by reading, and vice versa, and to speak by listening. No further rationalization is given of an approach which seems designed to ensure that the learner's receptive skills develop in "only an (undesirable) state of interdependence". The five regularly occurring components in each of *Crossroads*'s 18 units give it greater immediate coherence. Component titles reflect a probabilistic approach to skills. "Reading and Thinking" for example, the variety of approaches to texts discussed in general terms is stimulating, apparently a move away from standard "reading comprehension" practice. The weakness of the approach is, however, the absence of any explicit exemplification based

on the texts in the book. Learners are, therefore, likely to find themselves doing a reading comprehension test in the supplied test format, unless their teachers are very enterprising. On listening, disappointingly, this is virtually all the writers suggest. On grammar, a determined effort is made to deal with two parts verbs. There is, however, often too much direct exposition on aspects of grammar, and too little teacher guidance either through exercises, or suggestions in the teacher's notes.

Springboard and *People and Places* are, respectively, course-books for "young intermediate learners or false beginners" and for "complete beginners or false beginners". *Springboard* is more attractively composed and illustrated and the accuracy of its editing contrasts sharply with the recurrent inaccuracies, particularly in cross-referencing, of *People and Places*. Of the four courses under review, *Springboard* provides the most complete methodological rationale for the teacher. Although reading at times rather like extracts from an applied linguistics course, the introductory exposition makes many basic insights on language learning, in particular skills acquisition, available to teachers. Appendix C, a basic language teaching library, offers the teacher the chance to follow up less obvious terminological distinctions set up by statements such as, "The tasks involve contextualized listening, meaningful speaking, and purposeful reading and writing."

When the theory is put into practice not all is so convincing. It was surprising to learn that the three main constituent elements of narrative are the use of third person verbs, substitution of deictic items and use of performative verbs, and that these skills are to be "got" by activities such as turning first person into third person language, and direct speech into indirect speech. It was also surprising that the writers considered their list of over 170 performative verbs (eg *imply, infer, concede*) would be useful to students at this level when writing narratives. The actual lesson notes themselves are, however, detailed and sharply focused on skills development. For example, in the receptive area, "pre-", "while", and "post-" activities are consistently suggested. Despite uncertainty at times on what is a "pre-" and a "while" activity, or what a "global" task is, the writers adhere to their basic principles and involve the learner in contextualized, meaningful and purposeful language experience.

"Functions and Interactions" are the principal organizing category of *People and Places*. They are the writer's main concern and probably the learner's, once he encounters words like "Requesting", "Acknowledging", "Replying" and "Thanking" printed in blue capitals as the title of a section. The material presents the learner with a bewildering range of language forms for the "functions" which make up the "interactions" a problem which neither the grammar exercises nor the workbook can really solve. The approach to receptive and productive skills has the same shortcomings as *Destinations*. The writer's view on this part of language learning is less well-defined than on the content aspect and is contained in his description of teaching techniques as "rather like a substitution table" or "... a structure drill" and "dialogue strips" to be "handled in any of the usual ways". The much-discussed limitations of such teaching techniques are in no way lessened by the reorganization of the language content - in fact they are probably increased. Nevertheless, the material is novel in other ways, particularly in its approach to learner involvement and will be of interest to those concerned with the development of functional materials.

Paul Barry

Paul Barry works in the English Language Unit in the Department of Adult and Higher Education at the University of Manchester.

EXTRA

The pen of my aunt...

This is the season in France for the mailing of glossy catalogues inciting parents to let their children "participer". Start an apprenticeship in the language of Shakespeare. Come to London "overflowing with historical monuments and offering an exciting cultural life". Herfordshire (sic) is for parents who prefer "calm and open air" for their children. The East Midlands (re-sic) lets you follow in the footsteps of Robin des Bois. Lord Byron, D H Lawrence, Oxford is "an opportunity to learn in the company of 'la fine fleur intellectuelle' of Britain".

English remains by far and away the most sought after modern language for the French. In secondary schools it is chosen by 83 per cent of pupils, compared with 13.6 per cent for German, 3 per cent for Italian and 2 per cent for Spanish.

The holiday schemes are a logical extension and big business for which both English and French based organizations compete - often with the same dismal assortment of howlers, union jacks and cut out guardians. Sending children on language holidays is very much part of the life of the French middle class.

The reputable private English organizations apply for recognition by the British Council, under the FELCO scheme. There is nothing similar in France, though the bad reputation of some French schemes had led 24 of the better organizations to form UNOSEL (l'Union Nationale des Organisations de

Sejours Linguistiques, 69 Ave du Maine, 75014 Paris) which does promise that they provide a competent personnel, that language courses do group pupils by ability, and that they stand by their brochures.

That is more than can be said for EFL in the other great growth area in France, English teaching at work, where there is no specialist professional organization. The French, in a sense, are fortunate in that it is a legal liability for firms to provide recurrent education opportunities for their employees. Under a law of 1971, firms over a certain size have to put a one per cent pay roll tax to show that they are making recurrent education provision.

Much of the money goes into language teaching, most of it in the private sector. Dr Peter Roe, English Language Officer at the British Council in Paris, says "firms buy teacher time. They don't necessarily get the quality".

Outside the doors of a modern languages fair, Exploitations, held in Paris recently, the first of its kind in the world, say its organizers proudly, bringing together modern language providers and users, a union protest was much more vehement. "Foreign language teaching is slave labour and offers no guarantee of competence to the customer," Language school proprietors and employers will not sign a national agreement which would give teacher contracts and offer some guarantee of professional standards. Signifi-

cantly, some of the best known names in the language school business were not present at the exhibition.

But among serious organizations there are clearly some interesting developments. Dr Roe pushed me in the direction of ELT Banbury, which has many international contracts. They had done some work in President Giscard's time for the super prestigious institute Auguste Comte for high flying civil servants. Then it was closed down as an unnecessary luxury by President Mitterrand. Now ELT has just set up an office in Marseilles, near the big refineries of Fos and Berre (where Shell operates). They hope to cream the pick of the English language teaching contracts, with their proven strength in tailoring courses for firms and their training programmes for teachers. Their initial disappointment is tempered by the fact it has pushed them to expand.

Perhaps there is a moral in that story, heralding an improvement and expansion of EFL in France. But after seeing ELT I spoke to a Frenchman at the exhibition representing a firm which operates in one of the main business areas of Paris. We talked about various factors which might contribute to success. "Which does in your view?" I asked. Back without a moment's hesitation came the unhesitating reply: "Good salesmanship".

Annie Corbett

Quality control

The EFL Extra of May 1982 reported on the events that had led up to the new system of Recognition of Private English Language Schools and commented on the resultant growing awareness of the coinciding interests of ARELS and FELCO schools. Since then the new Recognition System has begun to function and two professional bodies are now considering the possibility of constructing a comprehensive association.

Talks began last autumn with the blessing of both memberships given at their annual Conference in November. A joint working party will be reporting at successive stages beginning February 16 at a joint ARELS/FELCO Conference in London, with separate general meetings in May and annual conferences in the autumn in mind as further occasions to discuss means of achieving their resolve to form one new professional body to encompass the existing membership of ARELS and FELCO which will stand for quality in the EFL profession. The mood of these discussions is not euphoric. Consideration has highlighted differences as well as similarities in the two associations and this has given rise to a degree of soul searching not seen for years. There are also quite formidable administrative, financial and organizational differences which need to be reconciled.

Meanwhile it is perhaps still too early to be categorical about the new recognition scheme but the indications are that it will prove to be a worthy successor of the DES scheme. An Inspectorate of some 40 inspectors has been selected and approved by the governing body (The Recognition Advisory Committee) and it has already carried out 35 inspections of new applicants for recognition and reinspections of previously recognized schools. They have held two conferences to exchange opinions on standards and consistency and a body of "case law" is gradually being built up as experience grows. Reports from schools indicate that inspections are comprehensive and tough, and this toughness is matched by the thorough scrutiny of inspection reports and resultant decisions taken in the Recognition Advisory Committee which, subject to an appeal procedure, has the final word on whether

an establishment is to be granted recognition for the next three years. All this demands a high standard of administration which the British Council has handled splendidly in

spite of the pressure to deal with a backlog arising from the transitional period.

Ray Arthur

Assignments Advanced: A Proficiency Language Practice and Study Skills Course. By Kor van Wierum, Ger van Stokkum and Robert Druce. Collins £3.95, 00 370048 R. Key £1.00, 370049 6. Cassettes £12.00 + VAT.

Assignments Advanced is subtitled "A Proficiency Language Practice and Study Skills Course". As this suggests, the materials are primarily aimed at prospective candidates for the Cambridge Proficiency and RSA 3 examinations. The second part of the subtitle presumably justifies the writers' claim that they are also suitable for students in their first years in universities and teacher training colleges outside the UK.

Those who are already familiar with the previously published *Assignments* will recognize the format. It is virtually identical. The difference is, the writers state, that there is more listening practice, the reading passages are longer, and the learners are called upon to write more often. The overall level is, of course, more advanced, "but not alarmingly so".

The course's 20 units are each built round a topic, many of which relate specifically to life in Britain, for example Unit 7: "Not an English Thing", which is about the Last Night of the Proms. Unit 8: "Taking the lid off brass rubbing", and Unit 20: "This way round", on the Open University. However, the authors have attempted to introduce a more international flavour with, for exam-

ple, written material from Australia and Canada in Unit 4 and interviews with non-native speakers in Units 5 and 13.

Each unit contains seven "assignments". The first six set listening, reading, writing and discussion tasks based on reading texts and, in most cases, a recorded interview. This normally makes for a good variety of learner activity. A notable exception, however, is Unit 11, where all six assignments require written descriptions of photographs. There is apparent variety in the reading texts, which are printed in their original form and therefore give the materials an attractive visual format. However, most of them are newspaper cuttings or publicity handouts which means there is

in fact little stylistic variation. Judging by the initials in the transcripts, many of the interviews were conducted by one of the authors. If that is the case, one might quibble as to whether they are truly authentic. The language appears to be pretty spontaneous, though, and certainly contains a plentiful range of performance variables. The interviews are nearly all long, but are only occasionally divided by the authors into sections.

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student interest. To increase the chances of success, a course needs to provide activities which motivating in themselves. In *Assignments Advanced* the learner is often instructed to read, listen or discuss to no particular purpose.

Mike Beaumont

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RESOURCES

Prisoners' rights

Susan Thomas on materials from Amnesty International

Amnesty International, the London based world-wide human rights organization, is currently producing educational materials for schools. "Teachers are constantly asking for something for assembly, or 'sixth form liberal studies' or 'just one lesson with the second year'", says Sue Adams, AIA Publicity Officer. "Much of our existing material is unsuitable for children, so we decided to write our own."

This demand, she says, is the result of a heightened interest in human rights. TV coverage of events in South America, the Middle East, Ireland and the Soviet Union means that children are aware of some of the issues. Religious knowledge teachers, especially those in the inner city schools with large minority groups, are keen to expand the traditional syllabus. While there is plenty of material available on Third World problems, little of it is concerned with human rights - hence Amnesty's educational project.

Others are more specific - "Prisoners of Conscience" (three case studies with assignments and class room activities), "Censorship", "Disappearances", "Torture". Finally, there are two drama based units - "Acting Games" and "Drama Sketches". The unit titles indicate whether they are written for the 11-14 year olds, the 15+ group or are suitable for all ages. The approach throughout encourages pupil participation.

Most units suggest assignments. Having read the story of Winnie Mandela, students might write a sample letter to the South African government protesting at her treatment, compose a pro-government headline for a national newspaper, act out her interrogation by the authorities or consider their own reaction to a series of controversial statements. The ensuing discussion sessions are designed to heighten awareness of human rights issues and the way in which "freedom of thought, conscience and religion" - the basic tenets of the Declaration of Human Rights, may be infringed. A useful resource list accompanies each pack.

As well as the teaching units there are a number of education aids already available - some very graphic posters, a chilling slide pack to be used with discretion and accompanying speaker's notes as an introduction to Amnesty's work. "Photo-File 1961-81", and two simple, readable books on rights and responsibilities. Sarah Woodhouse's *Your Life, My Life* and Jeremy Cunningham's *Human Rights and Wrongs* are both from Writers and Scholars Educational Trust. They are beautifully illustrated (the first with photographs, the second with cartoons), lively and suitable for top juniors and lower secondaries.

There is evidence to suggest that children are more able to understand concepts of love, tolerance and freedom when they are secure pre-pubescent or fully fledged sixth formers than in the tumultuous adolescent years and Sarah Woodhouse is keen to promote human rights teaching at this stage.

For older students, Johnathan Power's readable, factual Fontana paperback *Against Oblivion* is an excellent introduction to Amnesty. And speakers? "We can usually send someone from a particular country," says Sue Adams "and with personal experience of the denial of human rights." There is no charge - "though sometimes we become the class charity for a while - that's nice

because it's a further consciousness raising event". There are also tape recorded interviews of three released prisoners and a list of useful *Panorama* and *Man Alive* films lodged with Concorde Films.

Surprisingly A.I. which was founded by an English lawyer, Peter Benenson and is based in London, which won the Nobel Peace Prize in 1977 and the United Nations Human Rights Prize in 1978, is almost as well known in this country for its connexion with *The Secret Policeman's Ball* as for its work for prisoners of conscience.

"And yet", says Roger Hibbit, "the appeal of working for Amnesty is immediate and personal". Through letter writing members put pressure on governments to release prisoners of conscience. They write supportively to the prisoner and family, send money, food or medical supplies and, if it seems likely that an individual is in imminent danger of torture, ill treatment or death, they bombard the authorities with telegrams thus making it clear that the outside world knows what is happening.

Letters seem a puny weapon but Amnesty's world-wide appeal on behalf of Julio de Pera Valdez, a Dominican trade union leader, held naked in a prison cell, illustrates their potency. "When the first 200 letters came the guards gave me back my clothes the next 200 and the prison director came to see me... 3000 letters... I was released." Later the President wanted to know how "a mere trade union leader could have so many friends all over the world".

The results are rarely so dramatic, says Hibbit. Often a prisoner will get a 25 year sentence with little hope of reprieve, then the group is faced with 25 years of support. This is one of the reasons why it is often more appropriate for schools to affiliate to a local group rather than form their own. "It's not just the problem of continuity, it can be very



discouraging. You may write literally hundreds of letters and never know that one has got through."

Schools, he says, are particularly good at fund and consciousness raising. They stage poster exhibitions, parties for a prisoner's birthday, contact fellow churchmen, trade unionists, writers or serve bread and soup lunches or give film shows. If they become an adoptive group, however, they must take on two prisoners. It is a big responsibility. Even so there are 40 school groups in the country regularly sending careful, diplomatic letters to offending governments.

A.I. is doggedly neutral. Every penny is raised by its own efforts, nothing comes from any political party or government. Each adoptive group supports two prisoners from totally different geographical areas and political ideologies and, although it will not adopt anyone who has used violence, it continues to campaign for the humane treat-

ment, the fair and speedy trial of all prisoners. It has always been opposed to the death penalty. In spite of this it is regularly accused of being communist, fascist or terrorist.

Sadly, as far as Amnesty's work spreads, repression and injustice keep pace. "The system is changing" says Sue Adams. Prisoners no longer have any Iranian prisoners, so do so would mean their immediate execution as an Imperialist. The South Africans have adopted a new cat and mouse technique, releasing and re-arresting at short intervals so that it is difficult to campaign for release and in too many countries, there are few prisoners of conscience. "It is easier all round just to let them straight away."

For further information contact Amnesty International, Education Project, Tower House, 11 Whitehall Street, London, WC1E 4DF. An introduction in a plastic folder. The units cost between £1 and £1.50.

Educational drills

Liz Heron visits an exhibition on the history of education

"Horrible." That was the verdict of two nine-year-olds from St Joseph's School in Bermondsey, after a taste of nineteenth century teaching methods. Both were gleefully relieved to have escaped the rigours of a Victorian schoolroom as portrayed in the Liveness Museum's vivid re-creation. Splashes on the narrow desks of the children betrayed the outcome of the children's endeavours at neat copying with steel-nibbed pens and inkwells. Earlier that morning they and their classmates had been put through their paces with some playground drill.

The mock lesson was all part of the Liveness Museum's exhibition "The Three Rs" on the history of education. With so many local schools dotting back to the establishment of the Board schools in the wake of the 1870 Education Act, and consequently celebrating their centenary around this year, the Liveness decided to make it the occasion for a look back. Numerous various London museums.

"The exhibition begins by sketching a picture of education in the Ancient World, then moves on to the role of the Church, and the Guilds in the medieval period, then the part played by philanthropy in setting up the public and grammar schools, and later the charity schools. In the nineteenth century. Prints and drawings, school reports and other historical documents enliven the account. Children on group visits see a slide show on the history of schools."

Concluding the exhibition is a fascinating photographic record of playground and classroom scenes since

the turn of the century, documenting changes in uniforms, in attitudes to discipline, and particular developments in the curriculum. There's also a series of drawings showing how school desks were designed to accommodate only pre-arranged posture and movements by pupils.

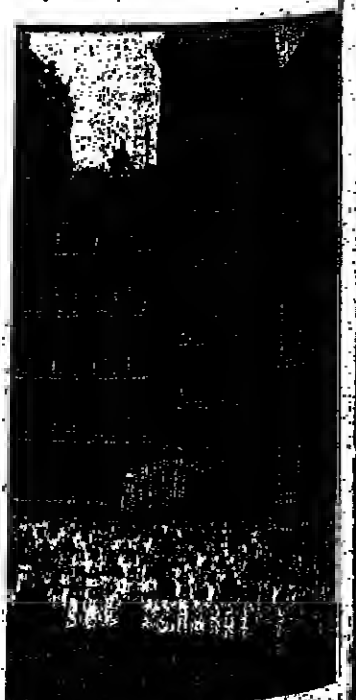
It was this harsh disciplinary aspect of the classroom that provoked a mixture of interest and horror in the children. Worksheets in hand they inspected the Victorian on display: educational toys and games with a moral of some kind heavily underlined, tiny labelled specimens of mineral and household materials for use in "object lessons", attendance medals, alphabets that were an opportunity to illustrate more moral precepts.

Since the exhibition opened in September it has attracted school groups daily and the mock classroom sessions are fully booked until March, when it closes. It has proved so popular with pupils and teachers that it has already stimulated history research projects. On display in the projects room are charts and illustrations tracing the histories of several schools, work that pupils embarked on after visiting "The Three Rs". Among the worksheets and other printed information accompanying the exhibition the Liveness provides a list of sources for such research by individual schools, both in London and outside.

The Liveness has no permanent collection and mounts its changing exhibition with the community by drawing on local archives and resources as well as using material and

reminders provided by local volunteers, and by making its collections open to participation. "The Three Rs" is an encouraging example of how well such an approach can succeed and it's one that other museums throughout the country are probably well placed to follow.

"The Three Rs" is in the Liveness Museum, 682 Old Kent Road, London SE15 1JF (01-639 5904) until March 19. Open Monday-Saturday 10.00-5.00. Admission free.



Pull-out newsreel

Gorman Stafford on 'Today's History'

Today's History Channel 4, monthly on Sundays
Next programme, Women and Society - February 14

Channel 4's ambitious new series, focusing on key issues and concepts in contemporary history, is now well into its stride. Current events are explored in their historical perspective, and in the process, viewers are exposed to the techniques of the historian. The results so far are as interesting. Each programme is supported by a four page pull-out supplement in the current issue of *History Today*.

The introductory programme on Poland bristled with the kind of questions which the Poles ask themselves. Why is it that the Poles have fought so frequently far beyond their own frontiers in the support of

sober causes but have been left alone to fight for their own freedom? Has the insurrectionary road been the right one? (The question posed against seemingly endless graveyards). Who exactly are the people who constitute the core of Bismarck's "seasonal state"? What holds Polish society together against such formidable odds? The supplement in *History Today* included an analysis of the effect of Poland's geography on her history, a bibliography of the most important works in English and a chronological outline of key events in the thousand years of Poland's history.

"Invisible History" assessed the difficulties inherent in the use of film as a source of evidence in contemporary history. Official film of Yalta, genuine enough, suggests unambiguously and gives no indication of controversies boiling beneath the surface. Faked events, the Somme may not be authentic but do convey the meaning of the event. Film of the wounded in the South Atlantic pulls no punches but is not considered suitable for release until the war is over. What exactly do we want film to tell us?

Despite its unique contribution to a less literary understanding of the past, film appears as drumspect in form of evidence as any other. The newsreel cameras of the world out in force at Ulster's Bloody Sunday still fail to provide the answers.

"Why War?" sought to define the fundamental motives which lead countries to resort to war and the ways in which war has changed and developed over the centuries. Population changes and competition



Marie Curie. Picture from 'History Today'

for the "lands of first choice", the need to find resources to feed new technology and human hatred are all offered in explanation. America's transition from deliberate isolationism to the role of world policeman is explained as a form of self-defence, compounded by the delusion that influence could be achieved without imperialism.

The notion that international instability may require the great states, once again to impose order seems to provide the logic of a new imperialism. By using contemporary experiences to provide the examples, the programme committed itself to partial answers and fell short of its original task. The brief was simply too large for a single programme.

Intractable current problems viewed in their long-term setting appear even more intractable. Historians distrust the glib answer to complex problems. Politicians need to offer the painless solution. Those with an understanding of the past know that this is rarely possible. The dismal conclusion to the programme on war was that future conflicts will only be avoided if people behave more responsibly or if some way can be found of abolishing technology. Not much comfort here.

The series produced by Jerome Kuehl, associate producer on *The World at War*, allows experts to suggest the answers - Neil Ascherson on Poland, Stuart Hall on film and John Keegan on war. Future programmes include the rise of Marxism, the concept of inflation, urban violence and terrorism. The programmes will be most useful in the upper years of the secondary school and beyond. The thematic approach does allow engagement of a variety of levels and some of these programmes will take the most able students as far as they wish to go. Schools are invited to video the programmes free.

It must be matter of concern that the problems and concepts, to which this series addresses itself, are left to chance inclusion in the peripheral regions of the secondary curriculum.

Sexy maths and science

Virginia Makins previews 'Horizon'

Horizon
BBC 1, February 14, 9.25pm. Repeated February 20, 4 pm.
Produced by the Open University

Monday's Horizon programme, hardly be more timely. It is a series of four programmes, each of which is a computer language. The first, 'The Three Rs', is a personal, aesthetic, sexy challenge to mathematical and scientific ideas which are normally presented in a very unsatisfactory way. It is a potential for children using it in England, Scotland, and the US with normal, gifted, and handicapped children. The report concentrated on the graphics and design possibilities. Paper says that it is a computer where children can program from the computer equivalent

of baby talk to sophisticated programming ideas.

Teachers who are sold on Logo attest the way it puts children in control of what they do and gives them a chance to use and talk about mathematical ideas. But using Logo properly demands a high degree of professional confidence - not least in children. The Horizon programme, concerned to explain Paper's view of Logo's potential as a culture-free learning tool, does not quite come clean about the difficulties of introducing in conventional schools.

Still, one or two teachers in the programme seem to have succeeded in letting children explore Logo with enough freedom to bear out some of Paper's claim. To become available on all the machines sponsored in the Department of Industry scheme, this programme seems obligatory viewing for teachers concerned with introducing new micros into schools - and would well repay after-school discussion.

MEDIA

Plot and story

Roy Blatchford on 'Language in Action'

ETV
Language in Action
BBC1, Tuesdays, 2.40pm.

Implicit in the shape and direction of *Language in Action* have been certain key notions about language: that it is central to our experience and understanding; that it carries many of our beliefs and values; that it is learned in interaction; and that it is a resource or tool with which people make meaning. Sadly, these important assumptions surfaced only rarely in any explicit way.

All five programmes were equally an interesting and critical reminder that if we look carefully at the matter that gets handled in the school subject we call English, a large proportion of it comes into the classroom with the pupils rather than the teacher.

Producer Bruce Jamson was previously responsible for the excellent *Communicate* series in which he examined for his teenage audience the languages of television, radio, advertising, journalism, comedy and the short story. *Language in Action* covered much of the same territory but unfortunately it offered little new in the way of content or perspective.

In place of the jaunty, searching analysis of writing in and for different contexts that characterized *Communicate*, this latest series often appeared hurried and superficial. The first two programmes invited viewers to share in various writers' workshops. Robert Leeson was filmed with a group of fifth-year students, encouraging them to dig deep into their own family histories, to discover some fascinating strand to focus on as a starting point for a story.

"Writing Stories" (January 18) overlapped substantially with programme one, this time with black writer Farrukh Dhondy (and the same group of fifth-years) concentrating on some of "the basics": finding a starting point, enlivening vocabulary, gingering up the plot, mastering narrative standpoint.

Dhondy's wit and confidence on the screen came across persuasively to the 15-year-olds with whom he was working, and his witty comments are easily harnessed for class discussion.

sion: "The queen died, the king died - that is a story. The queen died, the king died of heartache - that's a plot."

Yet capturing on film the real ebb and flow of authors collaborating with a group of students is notoriously problematic and both programmes did less than justice to the reflective, measured way of working that all three authors were seeking to promote. Moreover, neither programme addressed itself to the importance of a sense of audience to the process of writing.

"What's in a Word" (January 25) foolishly attempted to debate the language of advertising, sexism and war propaganda, all in 20 minutes. The programme was a compilation of interviews with students and pundits, alongside snippets of film and newspaper cuttings projected on screen.

Journalist Philip Knightley presented a cogent critique of the British press's handling of the Falklands war, while various celebrated feminists offered trenchant analyses of man-made language - unfortunately, in both cases, the level of debate was more in keeping with a *Newsnight* feature than a schools programme for CSE students.

Programmes four and five moved into the area of interviews and techniques of interviewing. "Points of View" (February 1) was more memorable for its extracts from documentary films of animal experimentation than for the points it was endeavouring to make about the different forms of argument people use, and how we each manipulate words for our own devices.

Programme makers for schools television are under constant pressure to ensure that each slot has its own pay-off in teaching terms. *Language in Action* has tried too hard to deliver classroom "packages", and in large part has failed to realize its laudable aims "to help pupils whose ability to express themselves does not match their general intelligence and experience".

A course text to accompany the series - *Words in Action* by John Foster and Bruce Jamson, published by Macmillan - is better geared to the CSE market, and can readily be used without the television programmes.

On golden plates

Michael Church reviews 'The Royal Family'

CHILDREN'S TELEVISION
The Royal Family
Yorkshire Television, Fridays, 4.45 pm

"Dear Queen, is it true that you eat off golden plates? Please write back, from Lisa." "Dear Queen, last night I had a dream..." Yes, at some stage in our lives we probably all have dreams about royalty, no matter how publicist our conscious thoughts may be. Prompted by the success of a recent book, Yorkshire have cleverly capitalized on this widespread fascination and produced a pleasant little children's series which starts today.

Those who follow it will learn that the Queen does indeed eat off golden plates (when entertaining Ronald Reagan) and that she doesn't like garlic. They will also garner a host of other details relating to the private lives both of our current royal and of their progeny, less honourable forebears.

Ronald Allison, sometime press secretary to Her Majesty, presents the series, and it is undoubtedly due in part to this connection that the cameras have been allowed such licence. To his viewers (aged 8 to 14) his tone is breezily avuncular, but to his interviewees it is sycophantic. Protocol demands, of course, that when addressing a slightly pudgy, not particularly scintillating gentleman called the Duke of Gloucester, Allison should begin, "Your Royal

Highness", but he would have done well to have explained this to his young viewers. Protocol does not, however, demand that his questions be quite so banal. "Your Royal Highness, do you get a sense of history living in these palaces? It must be marvellous to grow up in them as children..."

Bearing in mind the extraordinary surge of public excitement over Lady Di, one must concede that though protocol may not demand this sort of approach, the need for romance may. But the existence of the monarchy raises contentious issues, and it is surely incumbent on a series like this to air them properly, rather than to leave them to o-ringing and partisan coda.

Joy Whitley, the producer, and also incidentally a member of the board to which Jeremy Isaacs is responsible, advances the surprisingly un-Channel Four-like argument that since this is for tea-time viewing the discussion of contentious issues is inappropriate. A member of the advisory team claims that "the politics of envy" do not raise their ugly head among working-class children.

Well, maybe they do and maybe they don't, but how come Yesser's story has become such cult viewing among the less privileged northern young? There is a perfectly good case to be made for keeping the monarchy as we have it, but by letting it go by default, this series is playing into its radical critics' hands.

BRIEFINGS

For schools

The English Programme (Monday, 10.04, Wednesday, 10.35 ITV)

Five plays examining different kinds of power struggle. This week "A Little Patch of Ground" looks at pressures on an elderly man to sell his home.

Theatre Workshop (Monday, 14.40 VHF4)

Two programmes follow the plot and structure of Brecht's "The Caucasian Chalk Circle" for 13 to 16-year-olds.

Watch (Tuesday, 11.00, Wednesday, 14.01 BBC1)

How is a television programme made? Six to eight-year-olds visit Ken Browne working on the "Watch" title sequence.

Action-Talk (Tuesday, 11.39, Friday, 10.35 ITV)

This beginners' resource series gives some answers to the question "why learn French?"

CE and general interest

Home Economics (Wednesday, 10.38 BBC1)

14 to 16-year-olds assess the danger of excess fat, as part of a series on modern nutrition and health risks.



Nature (Wednesday, 14.45 VHF4)
A topical unit on frogs, tadpoles and newts sends eight to ten-year-olds out looking for frogspawn.

Making a Living (Thursday, 11.36 ITV)

"Facing up to unemployment" is a new programme, for school leavers. Proposes a kind of survival kit.

Economics O level: Supply and Demand (Friday, 10.05 VHF4)

Introduction to demand and supply analysis for upper secondary pupils in the initial stages of studying economic theory. "The Potterbridge Challenge" sets the task of finding equilibrium and handling data in numerical and graphical form.

Number 10 (Sunday, 19.50 YTV)

A drama series to take viewers into the private lives of seven Prime Ministers, including William Pitt, the Duke of Wellington, Gladstone, and Lloyd George.

Micros in Education (Monday, 15.30 BBC2)

Robert Salkeld selects examples of good practice in the use of microcomputers in the classroom. The first programme looks at the potential of the micro as "A new teaching aid".

The Future of Work (Tuesday, 23.00 VHF4)

Should society change its ideas about work? Should more people be involved in flex-time working and job-sharing?

Jenny Hill

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This is a well established and developing Department (Grade V) and covers a wide range of general and specialist secretarial, business studies and management courses including T.O.P.S. and pilot schemes for the new Y.T.S. programmes.

Applicants should have experience of similar work at senior level and hold appropriate qualifications.

Application forms and further details from The Administrative Officer, Barking College of Technology, Dagenham Road, Romford, RM7 0XN. (Please enclose photocopy a.s.p.) Completed forms must be returned within 14 days of the appearance of this advertisement.

London Borough of

BARKING

Other Assistants

HARROW
Salience teacher required for Quinlan Hall School, in Harrow, Middlesex, with modern laboratory. Ability to teach C. & P. not essential. An interest in science will be advantageous and the successful candidate will be able to run the XI cricket team.
Burslem scale 11 post. Compensation Superintendent. A school flat is available.
For details apply to the headmaster and telephone enquiries to two referees at Quinlan Hall School, Quinlan Hall, Harrow, Middlesex, U.K. Tel. 0181 870 9413. Ref. 1380181 804624

YORKSHIRE
Requiring post offered to qualified candidate for the position of headmaster of the school and to assist with domestic staff duties and activities especially in the school canteen.
Please apply with C.V. and names of two referees to the Headmaster, St. Martin's School, 1043301 11414, 145844
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BIRDWOOD SCHOOL
Headwood Rd. Wotton (10 miles) Weyley, Manchester, M25
An Independent Co-educational Day School with 1000 pupils in the Preparatory
REQUIRE FOR SEPTEMBER
A well-qualified Teacher to teach in the Infant Department. This will be a whole time post.
Because of the importance of this post, candidates of the highest calibre are invited to apply. Those who have been appointed will have a high status in the school and in the (free) Junior School.
Applicants should have responsibility, initiative with regard to the school, to discuss and implement the school's aims and objectives, high teaching standards maintained throughout.
Apply by letter to the Headmaster, Birdwood School, Headwood Rd. Wotton, Weyley, Manchester, M25, enclosing curriculum vitae and names and addresses of two referees.
Closing date: 4th March 1983. (558890) 805660

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1000 pupils in September
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national boarding and day
A suitably qualified, experienced teacher to share the duties of the Organising Secretary of the Preparatory School. Some 400 children, including experienced teachers, experienced in the school and in the Preparatory School should be competent and confident to teach in the Preparatory School. Mathematics and English. Revised syllabus. Good

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Applicants should be responsible, self-motivated, enthusiastic, able to discuss and implement their ideas, and to work with high teaching standards maintained throughout.
Apply by letter to the Headmaster, Birdwood School, Headwood Road, Wotton, Weyley, Manchester, M25, enclosing curriculum vitae and names and addresses of two referees.
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W. YORKSHIRE
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1142
national boarding and day
A suitably qualified, experienced teacher to share the duties of the Organising Secretary of the Preparatory School. Some 400 pupils, including experienced teachers, experienced in the care of the school, some of whom are boarders. Some boarders are non-paisant and confident to take part in a wide range of co-curricular, Mathematical and English, and other school activities.

returned by Friday, 25th February, 1983, may be obtained (at a cost of a.s.e. required) from the County Education Officer, The Castle, Winchester, Hampshire SO23 8UG quoting FE1STAFF1TY.

Those who previously applied should let the County Education Officer know if they wish to be reconsidered.

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Education Authority

Vauxhall College of Building and
Further Education

Belmore Street, Wandsworth Road, London SW8 2JY

**Head of Department —
Grade V
General Education**

Applications are invited from suitably qualified and experienced persons for the headship of this expanding and thriving Department from 1 April 1983. The vacancy arises from the promotion of the postholder to the Vice-Principalship of a large London College.

Salary: £14,674-£16,306 plus £834 Inner London Allowance.

For further details and application form: write to the Senior Administrative Officer (or telephone 01-928 4611, Ext. 7948) to whom application forms should be returned.

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Course Director: Douglas Hamblin

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Participants will develop modules for the in-service training of
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facilitate or inhibit effective pastoral care will be given an
important place in the course. Effective integration of the
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Applications are invited from the senior management of
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Participants will be expected to undertake preliminary work,
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Candidates must be 17 on or before 1st October,
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Further particulars and application forms (which
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College of Physical Education, Cranford Road
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